Policy/Program Memoranda

No. 100 - 133

Ontario Ministry
of
Education and Training

ON07716 EF

of
Education
Ontario

of the Deputy Minister
of Education

Memorandum
No. 100

Date of Issue: December 11, 1987

Effective: Until revoked or modified

Subject: DENTAL TREATMENT PROGRAM

Application: Directors of Education
Principals of Schools

The implementation of a dental treatment program which will benefit elementary school children from Junior Kindergarten to Grade 8 was announced in August by the former Minister of Health, Murray J. Elston. The program commenced operation at the beginning of the 1987-88 school year.

A screening program, in which children in need of treatment are identified by public health dental staff, has been in operation for many years as part of the mandatory preventive dentistry program for children set up under the Health Protection and Promotion Act. Under the new dental treatment program, the parents or guardians of children in need of immediate treatment will be notified of the need for treatment and advised that free dental care may be available if they do not have insurance or other coverage, if they are not eligible for dental care under another government-sponsored plan, or if the cost of treatment would cause financial hardship for the family. Children eligible for assistance under these terms will be referred for treatment to a dentist of the family's choice.

This new program will fill a serious gap by providing treatment for a relatively small group of children whose families cannot afford to pay for treatment and are not eligible for social assistance programs.

It has been shown that adequate care during the years of permanent-tooth development significantly enhances dental health in adulthood. Schools and school boards are urged to continue to facilitate the access of public health dental staff to the schools under their jurisdiction and thus ensure the identification of children in need.

REF
370.9713
O59ME/M

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

ARCH 08468

Politique/Programmes Note nº 100

Date d'émission : le 11 décembre 1987

En vigueur : jusqu'à abrogation ou modification

Objet : PROGRAMME DE SOINS DENTAIRES

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

L'ancien ministre de la Santé, M. Murry J. Elston, a annoncé au mois d'août qu'un programme de soins dentaires sera mis en oeuvre au palier élémentaire, à l'intention des élèves de la maternelle à la 8^{e} année. Ce programme est entré en vigueur au début de l'année scolaire 1987-1988.

Un programme visant à dépister les enfants ayant besoin de soins dentaires existe depuis maintes années; il est administré par des agents d'hygiène dentaire des services de santé publique et il s'insère dans le cadre du programme obligatoire de soins dentaires préventifs qui a été établi à l'intention des enfants en vertu de la Loi sur la protection et la promotion de la santé. Conformément au nouveau programme, les parents ou les tuteurs d'enfants ayant besoin de soins dentaires immédiats seront avisés de la nécessité de ces soins; ils seront de plus informés de la possibilité qui leur est offerte de faire bénéficier gratuitement leurs enfants de ces soins s'ils ne sont pas assurés ou protégés à cet effet, s'ils ne sont pas déjà inscrits à un programme de soins dentaires financé par le gouvernement ou si le coût du traitement s'avère trop élevé pour la famille. Les enfants admissibles à des soins gratuits seront renvoyés à un ou une dentiste du choix de leur famille.

Le nouveau programme rendra un énorme service au groupe relativement restreint d'enfants qui requièrent des soins trop onéreux pour leur famille et qui ne sont pas admissibles aux programmes d'aide sociale.

Des études ont démontré qu'une bonne hygiène dentaire au cours des années où se développent les dents permanentes contribue de façon significative à la santé des dents à l'âge adulte. Les écoles et les conseils scolaires sont encouragés à accueillir les agents d'hygiène dentaire des services publiques pour leur permettre de dépister les enfants qui ont besoin de soins dentaires.

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 101

Date of Issue: January 4, 1988

Effective: Until revoked or modified

Subject: INTERNATIONAL PROFESSIONAL DEVELOPMENT SEMINARS: MARCH BREAK AND SUMMER 1988

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memoranda No. 63, December 15, 1986, and No. 44, January 12, 1987.

THE FOLLOWING INFORMATION SHOULD BE BROUGHT TO THE ATTENTION OF ALL STAFF DIRECTLY INVOLVED WITH STUDENT PROGRAMS. PRINCIPALS ARE ASKED TO PLACE THIS MEMORANDUM AND THE ENCLOSED POSTER IN THE STAFF ROOM.

N.B. THIS MEMORANDUM CONTAINS INFORMATION ON BOTH THE MARCH BREAK AND SUMMER SEMINARS. FULL DETAILS ARE INCLUDED IN THE FORTHCOMING BROCHURE.

General Information

Every year, the Ontario Ministry of Education, in conjunction with the governments of several overseas countries and other agencies, offers a variety of professional development experiences for educators during the March break and summer holidays. These seminars, which last one to four weeks, provide an excellent opportunity for Ontario educators to learn about the educational system, culture, history, geography, and people of the countries they visit. The seminars enable participants to broaden their educational and cultural perspectives and acquire new information and ideas to share with students and colleagues at home.

Most of the seminars provide a general overview of the country visited, with particular emphasis on the local area. More specialized seminars are also offered. All seminars usually consist of a series of lectures and visual presentations interspersed with visits to galleries and museums as well as schools, industries, architectural and historical sites, and other places of interest. Many of the seminars take place in international academies located in rural or urban areas and featuring seminar rooms, recreation areas, comfortable bedrooms, and fine restaurants.

Individuals interested in applying for these seminars should note the following:

- The seminars are intended specifically for educators, but others will be given the opportunity to participate if space permits.

REF
370.9713
O59ME/M

Modalités d'inscription

On peut se procurer un formulaire d'inscription ou de plus amples renseignements sur les séminaires à l'adresse suivante :

Coordonnatrice des séminaires
Ministère de l'Éducation
Direction des liaisons et des échanges en éducation
Édifice Mowat, 14e étage
Queen's Park
Toronto (Ontario)
M7A 1L2

Téléphone : (416) 965-9154 ou 965-5635

Les personnes intéressées à participer à un séminaire donné pendant le congé de mars ont jusqu'au 14 janvier 1988 pour soumettre leur demande d'inscription. Les avis d'acceptation seront postés au plus tard à la mi-février.

Les personnes intéressées à participer à un séminaire donné pendant l'été ont jusqu'au 16 février 1988 pour soumettre leur demande d'inscription. Les avis d'acceptation seront postés à la fin de mars.

- Unless otherwise noted, the programs will be conducted in English.

- Detailed itineraries will be sent to candidates whose applications are accepted.

- International travel costs and arrangements for extended stays are the participants' responsibility. However, group flights from Toronto will be available for interested participants in most programs. Air fares are not given in the information brochure, due to fluctuating prices.

- Course fees given in foreign currencies are subject to change, due to fluctuating exchange rates. Some fees have yet to be determined.

- All dates are subject to change.

The Seminars

Ontario educators are invited to apply for the seminars listed below. An asterisk indicates a seminar offered for the first time in 1988. The forthcoming brochure" 1988 International Professional Development Seminars" will give details of the programs.

March Break Seminars

1. British Theatre and Drama in Education
March 12-20
Location: London
Fee: $830
No. of participants: 35

*2. Current Trends in Western European Education
March 12-20
Locations: Strasbourg (France)
Lambrecht, near Heidelberg (Federal Republic of Germany)
Fee: $450
No. of participants: 50

*3. Primary/Junior Education in Britain
March 12-20
Locations: London and Essex
Fee: $775
No. of participants: 35

*4. Technological Education
March 12-20
Locations: Schwäbisch Gmünd and Stuttgart (Federal Republic of Germany)
Fee: $395
No. of participants: 50

*15. Pays-Bas, Allemagne de l'Ouest et Belgique
Du 15 au 31 juillet
Endroits : Amsterdam (Pays-Bas)
Bocholt (République fédérale allemande)
Bruges (Belgique)
Frais d'inscription : 900 $
Nombre de participants : 40

16. Les cultures d'Europe centrale
Du 23 juillet au 9 août
Endroits : Lambrecht (près de Heidelberg) et la «Route romantique» de Bavière (République fédérale allemande)
Bregenz (Autriche)
Frais d'inscription : 900 $
Nombre de participants : 40

17. L'Europe centrale et l'Europe de l'Est
Du 23 juillet au 12 août
Endroits : Berlin (République fédérale allemande)
Dresden (République démocratique allemande))
Praque (Tchécoslovaquie)
Budapest (Hongrie)
Vienne (Autriche)
Frais d'inscription : 1 500 $
Nombre de participants : 34

18. L'éducation et l'histoire naturelle au Costa Rica
Du 2 au 12 août
Endroits : San Jose, réserve biologique de Carara et péninsule d'Osa
Frais d'inscription : 1 450 $ (env.)
Nombre de participants : 30

*19. Californie
Du 7 au 20 août
Endroits : Los Angeles, San Diego et San Francisco
Frais d'inscription : 1 200 $ (env.)
Nombre de participants : 35

*20. Scandinavie
Du 12 au 27 août
Endroits : Suède
Danemark
Frais d'inscription : 1 500 $
Nombre de participants : 40

Summer Seminars 1988

*1. China
June 30-July 23
Locations: Nanking and Beijing
Fee: $2500 (approx.)
No. of participants: 30

*2. Education in the Federal Republic of Germany
July 1-16
Locations: Soest and Bad Liebenzell
Fee: $600
No. of participants: 40

3. France (Paris)
For Teachers of French as a Second Language
July 1-16
Location: Sèvres (Paris)
Fee: 4500 fr. (approx. $1000)
No. of participants: 20
Note: Program conducted in French

4. France (Poitiers)
For French Immersion Teachers
July 2-23
Location: Poitiers
Fee: no fee (bursary program)
No. of participants: 4
Note: Program conducted in French

5. France (Grenoble)
For Teachers of French as a Second Language
July 2-30
Location: Grenoble
Fee: No fee (bursary program)
No. of participants: 14
Note: Program conducted in French

6. France (Montpellier)
For Teachers in French-Language Instructional Units
July 2-30
Location: Montpellier
Fee: No fee (bursary program)
No. of participants: 18
Note: Program conducted in French

*7. Women in Leadership
July 2-18
Locations: Würzburg (Federal Republic of Germany)
Strasbourg (France)
Pontresina (Switzerland)
Fee: $900
No. of participants: 40

*7. Les femmes en tant que leaders
Du 2 au 18 juillet
Endroits : Würzburg (République fédérale allemande)
Strasbourg (France)
Pontresina (Suisse)
Frais d'inscription : 900 $
Nombre de participants : 40

8. Les Alpes : De l'Allemagne à l'Italie
Du 2 au 21 juillet
Endroits : Weingarten (Sud de l'Allemagne)
Bressanone (Italie)
Frais d'inscription : 900 $
Nombre de participants : 40

*9. Berlin et la République fédérale allemande
Du 2 au 23 juillet
Endroits : Berlin, Hambourg et Lambrecht (près de Heidelberg)
Frais d'inscription : 900 $
Nombre de participants : 34

10. L'histoire et la culture du Pérou
Du 3 au 18 juillet
Endroits : Lima, Cuzco, Machu Picchu, Ica et Tambopata
Frais d'inscription : 1 200 $ américains (env. 1 580 $)
Nombre de participants : 30

*11. Immersion en français
Pour les professeurs de français langue seconde
Du 3 au 29 juillet
Endroit : Neuchâtel (Suisse)
Frais d'inscription : 1 650 $
Nombre de participants : 20
Remarque : Programme donné en français

*12. L'enseignement de la musique
Du 4 au 17 juillet
Endroits : Londres, Cheltenham et Bath (Angleterre)
Frais d'inscription : 1 345 $
Nombre de participants : 45

*13. Les arts et l'éducation en Europe contemporaine
Du 8 au 26 juillet
Endroits : Bocholt, Berlin et Würzburg (République fédérale allemande)
Amsterdam (Pays-Bas)
Frais d'inscription : 900 $
Nombre de participants : 34
Remarque : Programme donné en français

14. Sud de l'Allemagne et Autriche
Du 10 au 28 juillet
Endroits : Wiesneck, dans la Forêt-Noire, et Tutzing, près de Munich (République fédérale allemande)
Salzbourg (Autriche)
Frais d'inscription : 900 $
Nombre de participants : 25

8. The Alps: Germany to Italy
July 2-21
Locations: Weingarten (Southern Germany)
Bressanone (Italy)
Fee: $900
No. of participants: 40

*9. Berlin and the Federal Republic of Germany
July 2-23
Locations: Berlin, Hamburg, and Lambrecht (near Heidelberg)
Fee: $900
No. of participants: 34

10. Historical and Cultural Peru
July 3-18
Locations: Lima, Cuzco, Machu Picchu, Ica, and Tambopata
Fee: $US 1200 (approx. $1580)
No. of participants: 30

*11. French-Language Immersion
For Teachers of French as a Second Language
July 3-29
Location: Neuchâtel (Switzerland)
Fee: $1650
No. of participants: 20
Note: Program conducted in French

*12. Music in Education
July 4-17
Locations: London, Cheltenham, and Bath (England)
Fee: $1345
No. of participants: 45

*13. Les arts et l'éducation en Europe contemporaine
July 8-26
Locations: Bocholt, Berlin, and Würzburg (Federal Republic of Germany)
Amsterdam (The Netherlands)
Fee: $900
No. of participants: 34
Note: Program conducted in French

14. Southern Germany and Austria
July 10-28
Locations: Wiesneck, in the Black Forest, and Tutzing, near Munich (Federal Republic of Germany)
Salzburg (Austria)
Fee: $900
No. of participants: 25

*4. Les études techniques
Du 12 au 20 mars
Endroits : Schwäbisch Gmünd et Stuttgart (République fédérale allemande)
Frais d'inscription : 395 $
Nombre de participants : 50

Séminaires de l'été 1988

*1. Chine
Du 30 juin au 23 juillet
Endroits : Nankin et Beijing
Frais d'inscription : 2 500 $ (env.)
Nombre de participants : 30

*2. L'éducation en République fédérale allemande
Du 1er au 16 juillet
Endroits : Soest et Bad Liebenzell
Frais d'inscription : 600 $
Nombre de participants : 40

3. France (Paris)
Pour les professeurs de français langue seconde
Du 1er au 16 juillet
Endroit : Sèvres (Paris)
Frais d'inscription : 4 500 francs (env. 1 000 $)
Nombre de participants : 20
Remarque : Programme donné en français

4. France (Poitiers)
Pour les enseignants de classes d'immersion en français
Du 2 au 23 juillet
Endroit : Poitiers
Frais d'inscription : Aucun (programme admissible à une bourse)
Nombre de participants : 4
Remarque : Programme donné en français

5. France (Grenoble)
Pour les professeurs de français langue seconde
Du 2 au 30 juillet
Endroit : Grenoble
Frais d'inscription : Aucun (programme admissible à une bourse)
Nombre de participants : 14
Remarque : Programme donné en français

6. France (Montpellier)
Pour les enseignants de modules scolaires de langue française
Du 2 au 30 juillet
Endroit : Montpellier
Frais d'inscription : Aucun (programme admissible à une bourse)
Nombre de participants : 18
Remarque : Programme donné en français

*15. Netherlands, West Germany and Belgium
July 15-31
Locations: Amsterdam (The Netherlands)
Bocholt (Federal Republic of Germany)
Bruges (Belgium)
Fee: $900
No. of participants: 40

16. The Cultures of Central Europe
July 23-August 9
Locations: Lambrecht (near Heidelberg) and Bavaria's Romantic Road (Federal Republic of Germany)
Bregenz (Austria)
Fee: $900
No. of participants: 40

17. Eastern Central Europe
July 23-August 12
Locations: Berlin (Federal Republic of Germany)
Dresden (German Democratic Republic)
Prague (Czechoslovakia)
Budapest (Hungary)
Vienna (Austria)
Fee: $1500
No. of participants: 34

18. Education and Natural History of Costa Rica
August 2-12
Locations: San Jose, Carara Biological Reserve, and the Osa peninsula
Fee: $1450
No. of participants: 30

*19. California
August 7-20
Locations: Los Angeles, San Diego, and San Francisco
Fee: $1200 (approx.)
No. of participants: 35

*20. Scandinavia
August 12-27
Locations: Sweden
Denmark
Fee: $1500
No. of participants: 40

Les personnes qui désirent s'inscrire aux séminaires noteront ce qui suit :

- Les séminaires s'adressent principalement aux éducateurs, mais d'autres personnes peuvent y participer s'il y a suffisamment de places.
- Sauf avis contraire, les programmes se donnent en anglais.
- Des itinéraires détaillés seront envoyés aux candidats retenus.
- Les frais de voyage à l'étranger et les modalités de séjour prolongé sont la responsabilité des participants. Cependant, des vols nolisés à partir de Toronto seront offerts aux intéressés, pour la majorité des programmes. Le coût des billets d'avion ne figure pas dans la brochure en raison des fluctuations de prix.
- En raison de la fluctuation du cours des changes, les frais d'inscription donnés en devises étrangères sont sujets à modification. Dans certains cas, ces frais n'ont pas encore été fixés.
- Les dates de tous les séminaires sont sujettes à modification.

Les séminaires

Les éducateurs de l'Ontario sont invités à faire une demande d'inscription aux séminaires ci-dessous. La présence d'un astérisque signifie que le séminaire en question est offert pour la première fois en 1988. La brochure intitulée «Séminaires internationaux de perfectionnement professionnel 1988» fournira plus de détails sur les programmes.

Séminaires de mars

1. Le théâtre et l'art dramatique dans les écoles d'Angleterre
Du 12 au 20 mars
Endroit : Londres
Frais d'inscription : 830 $
Nombre de participants : 35

*2. L'éducation en Europe occidentale : Tendances actuelles
Du 12 au 20 mars
Endroits : Strasbourg (France)
Lambrecht, près de Heidelberg (République fédérale allemande)
Frais d'inscription : 450 $
Nombre de participants : 50

*3. L'éducation aux cycles primaire et moyen en Angleterre
Du 12 au 20 mars
Endroits : Londres et Essex
Frais d'inscription : 775 $
Nombre de participants : 35

Application Procedures

For application forms or additional information, please contact:

Seminar Co-ordinator
Ministry of Education
Education Liaison and Exchange Branch
Queen's Park
Mowat Block, 14th Floor
Toronto, Ontario
M7A 1L2

Telephone: (416) 965-9154 or 965-5635

The deadline for receipt of applications for the March break seminars is January 14, 1988. Notices of acceptance will be mailed by the middle of February.

The deadline for receipt of applications for the summer seminars is February 16, 1988. Notices of acceptance will be mailed at the end of March.

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note nº 101

Date d'émission : le 4 janvier 1988 En vigueur : jusqu'à abrogation ou modification

Objet : SÉMINAIRES INTERNATIONAUX DE PERFECTIONNEMENT PROFESSIONNEL - MARS ET ÉTÉ 1988

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

Référence : Cette note remplace les notes Politique/Programmes nº 63 du 15 décembre 1986 et nº 44 du 12 janvier 1987.

ON EST PRIÉ DE PORTER CETTE NOTE À L'ATTENTION DE TOUT LE PERSONNEL DIRECTEMENT ASSOCIÉ AUX PROGRAMMES D'ENSEIGNEMENT OFFERTS AUX ÉLÈVES. LES DIRECTEURS ET LES DIRECTRICES D'ÉCOLE SONT INVITÉS À PLACER CETTE NOTE ET L'AFFICHE CI-JOINTE DANS LA SALLE RÉSERVÉE AU PERSONNEL.

REMARQUE : CETTE NOTE FOURNIT DES DÉTAILS SUR LES SÉMINAIRES DONNÉS EN MARS ET PENDANT L'ÉTÉ. ON TROUVERA D'AUTRES RENSEIGNEMENTS DANS UNE BROCHURE QUI PARAÎTRA BIENTÔT.

Renseignements généraux

Chaque année, le ministère de l'Éducation de l'Ontario organise, conjointement avec le gouvernement de pays étrangers et diverses agences, des séminaires de perfectionnement professionnel. Ces séminaires, qui s'adressent aux éducateurs, sont offerts pendant le congé de mars et durant l'été et ils durent d'une à quatre semaines. Ils constituent, pour les éducateurs ontariens, une excellente occasion de se familiariser avec le système éducatif, la culture, l'histoire, la géographie et les habitants des pays visités. Ils leur permettent également d'élargir leurs horizons, tant sur le plan éducatif que culturel, et d'acquérir de nouvelles connaissances et notions qu'ils pourront partager avec leurs élèves et collègues en Ontario.

La plupart des séminaires permettent de faire un survol du pays visité et d'examiner de près une région particulière. D'autres, par contre, sont plus spécialisés. En général, ils se composent d'une série de conférences et de présentations visuelles, agrémentées de visites de galeries et de musées; ainsi que d'écoles, d'industries, de sites architecturaux et historiques et d'autres lieux dignes d'intérêt. Un grand nombre des séminaires ont lieu dans des académies internationales situées en région rurale ou urbaine; on y trouve des salles de séminaire, des lieux de divertissement, des chambres confortables et d'excellents restaurants.

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes Note nº 101

Date d'émission : Le 6 janvier 1989 **En vigueur :** jusqu'à abrogation ou modification

Objet : SÉMINAIRES INTERNATIONAUX DE PERFECTIONNEMENT PROFESSIONNEL - CONGÉ DE MARS ET ÉTÉ 1989

A l'attention des : Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Référence : Cette note remplace la note Politique/Programmes nº 101 du 4 janvier 1988.

ON EST PRIÉ DE PORTER CETTE NOTE À L'ATTENTION DE TOUT LE PERSONNEL DIRECTEMENT ASSOCIÉ AUX PROGRAMMES OFFERTS AUX ÉLÈVES ET AUX ÉDUCATEURS. LES DIRECTEURS D'ÉCOLE SONT INVITÉS À PLACER CETTE NOTE ET L'AFFICHE CI-JOINTE DANS LA SALLE RÉSERVÉE AU PERSONNEL.

REMARQUE : CETTE NOTE FOURNIT DES DÉTAILS SUR LES SÉMINAIRES OFFERTS DURANT LE CONGÉ DE MARS ET PENDANT L'ÉTÉ. VOUS TROUVEREZ CI-JOINT UN FORMULAIRE D'INSCRIPTION QUI PEUT ÊTRE REPRODUIT.

Renseignements généraux

Chaque année, le ministère de l'Éducation de l'Ontario organise, conjointement avec le gouvernement de pays étrangers et diverses agences, des séminaires de perfectionnement professionnel. Ces séminaires, qui s'adressent aux éducateurs, sont offerts pendant le congé de mars et durant l'été et ils durent d'une à quatre semaines. Ils constituent, pour les éducateurs ontariens, une excellente occasion de se familiariser avec le système éducatif, la culture, l'histoire, la géographie et les habitants des pays visités. Ils leur permettent également d'élargir leurs horizons, tant sur le plan éducatif que culturel, et d'acquérir de nouvelles connaissances et notions qu'ils pourront partager avec leurs élèves et collègues en Ontario.

La plupart des séminaires permettent de faire un survol du pays visité et d'examiner de près une région particulière. D'autres, par contre, sont plus spécialisés. En général, ils se composent d'une série de conférences et de présentations visuelles, agrémentées de visites de galeries et de musées, ainsi que d'écoles, d'industries, de sites architecturaux et historiques et d'autres lieux dignes d'intérêt. Un grand nombre des séminaires ont lieu dans des académies internationales situées en région rurale ou urbaine; on y trouve des salles de séminaire, des lieux de divertissement, des chambres confortables et d'excellents restaurants.

Ministry of Education / Ministère de l'Éducation
Ontario

Application for 1989 International Professional Development Seminars

Demande d'inscription aux séminaires internationaux de perfectionnement professionnel 1989

Please duplicate for additional copies/Prière de reproduire pour obtenir des copies supplémentaires

Please print your seminar choices in order of priority/Prière d'indiquer vos choix par ordre de priorité

1. Seminar No. / Nº du séminaire ☐☐☐☐
2. Seminar No. / Nº du séminaire ☐☐☐☐
3. Seminar No. / Nº du séminaire ☐☐☐☐

Surname/Nom de famille

Given Name(s)/Prénom(s)

☐ Mr./M. ☐ Miss/Mlle ☐ Mrs./Mme ☐ Ms./Mad.

Street No./Nº

Street Name/Rue

Apt. No./Nº d'app.

Town, City/Localité, Ville

Postal Code/Code postal

Telephone Numbers/Nos de téléphone
Home/Domicile
Office/Bureau

Citizenship/Citoyenneté

School/École (1988-89)

School Board, Employer/Conseil scolaire, Employeur

Present Position in Education/Poste actuel dans l'enseignement

☐ Elementary / Élémentaire ☐ Secondary / Secondaire ☐ Other / Autre

Have you applied previously?/Avez-vous déjà fait une demande? ☐ No/Non ☐ Yes/Oui

Year/Année__________ Seminar/Séminaire__________

Accepted?/Accepté(e)? ☐ No/Non ☐ Yes/Oui

Return application to:

Educator Seminars Program Manager
Education Liaison and Exchange Branch
Ministry of Education
Queen's Park
Mowat Block, Room 1430
Toronto, Ontario
M7A 1L2

Telephone: (416) 965-9154

Deadlines:

January 31, 1989, for March break seminars
February 28, 1989, for summer seminars

Veuillez faire parvenir cette demande à l'adresse suivante :

Responsable du programme de séminaires pour éducateurs
Direction des liaisons et des échanges en éducation
Ministère de l'Éducation
Édifice Mowat, bureau 1430
Queen's Park
Toronto (Ontario)
M7A 1L2

Téléphone : (416) 965-9154

Dates limites d'inscription :

31 janvier 1989 pour les séminaires de mars
28 février 1989 pour les séminaires d'été

N.B. One application per person
N.B. Une demande d'inscription par personne

Applications are collected by the program manager for the purposes of candidate selection and statistical analysis. Applications will be kept on file for a period of two years. No information related to this application will be shared outside the ministry without your prior consent.

Les formulaires d'inscription seront étudiés par la responsable du programme en vue de la sélection des candidats et d'une analyse statistique. Ils seront conservés dans un dossier pendant une période de deux ans. Aucun renseignement relatif à cette demande ne sera divulgué à l'extérieur du ministère sans votre consentement préalable.

83-2728 (12/88)

Les personnes qui désirent s'inscrire aux séminaires noteront ce qui suit :

- Les séminaires s'adressent principalement aux éducateurs, mais d'autres personnes peuvent y participer s'il y a suffisamment de places.
- Sauf avis contraire, les programmes se donnent en anglais.
- Des itinéraires détaillés seront envoyés aux candidats retenus.
- Des vols nolisés à partir de Toronto seront offerts aux intéressés, pour la majorité des programmes. Le coût des billets d'avion ne figure pas dans cette note en raison des fluctuations de prix. Les frais de voyage à l'étranger et les modalités de séjour prolongé sont la responsabilité des participants.
- En raison de la fluctuation du cours des changes, les frais d'inscription donnés en devises étrangères sont sujets à modification. Dans certains cas, ces frais n'ont pas encore été fixés.
- Les dates de tous les séminaires sont sujettes à modification.
- Les frais d'inscription comprennent en général les droits de scolarité, le logement, la plupart des repas, l'admission aux activités culturelles, les excursions, le transport terrestre ainsi que les correspondances pour le transport en autobus à partir et à destination des aéroports des pays visités.

Les séminaires

Étant donné qu'en 1989, certains conseils scolaires tiendront leur congé d'hiver une semaine après les dates habituelles, deux séminaires seront offerts durant la première semaine du congé et deux autres, durant la seconde. Les séminaires dont le nom est précédé d'un astérisque seront offerts pour la première fois en 1989.

Séminaires du congé de mars

Études techniques et préparation aux carrières

Du 11 au 19 mars / N^{o} 8921
Endroit : Schwäbisch Gmünd, près de Stuttgart (République fédérale d'Allemagne)
Frais d'inscription : 450 $
Nombre de participants : 40

2. Italian-language bursary course:

For application forms, or for further information, please write to or call:

Dr. Caterina Cicogna
Direttrice Didattica
Consulate General of Italy
136 Beverley Street
Toronto, Ontario
M5T 1Y5

Telephone: (416) 977-1566
ext. 211

Prof. Mariella Rebecchini
Assistant Director
Italian Cultural Institute
496 Huron Street
Toronto, Ontario
M5R 2R3

Telephone: (416) 921-3802

Note: In February 1989, the Government of Italy will formally announce its offer of the bursary course in a press release, which will be printed in various Italian newspapers throughout Ontario.

The deadline for receipt of application forms and curricula vitae, which will be around the end of April, will also be made known at that time.

*Le leadership en éducation

Du 11 au 19 mars / Nº 8917
ou
Du 18 au 25 mars / Nº 8918
Endroits : Berlin et Munich (République fédérale d'Allemagne)
Frais d'inscription : 450 $
Nombre de participants : 34 pour chaque séminaire

L'éducation et l'histoire naturelle au Costa Rica

Du 18 au 26 mars / Nº 8922
Endroits : San José, Monteverde et Arenal
Frais d'inscription : 1 275 $
Nombre de participants : 15

Séminaires d'été

France (Paris)

Pour les professeurs de français langue seconde
Du 1er au 15 juillet / Nº 890
Endroit : Sèvres, près de Paris
Frais d'inscription : 5 300 francs
Nombre de participants : 15
Remarque : Programme donné en français

Les Alpes

Du 1er au 22 juillet / Nº 891
Endroits : Weingarten (sud de l'Allemagne)
Saint-Moritz (Suisse)
Bressanone (Italie)
Autriche
Frais d'inscription : 1 050 $
Nombre de participants : 40

Berlin et la République fédérale d'Allemagne

Du 1er au 22 juillet / Nº 892
Endroits : Berlin, Hambourg et Lambrecht, près de Heidelberg
Frais d'inscription : 900 $
Nombre de participants : 34

Chine

Du 1er au 23 juillet / Nº 895
Endroits : Shanghai, Nanjing, Suchow, Xi'an, Beijing et Hong-Kong
Frais d'inscription : 2 500 $ (environ)
Nombre de participants : 25

*Women in Leadership
August 9-23/No. 8916
Locations: Bonn and Hamburg (Federal Republic of Germany)
Copenhagen (Denmark)
Fee: $1200
No. of participants: 40

Scandinavia - A Comparative Study
August 10-24/No. 8919
Locations: Stockholm and Appelviken (Sweden)
Copenhagen (Denmark)
Fee: $1600
No. of participants: 30

Current Education Trends in California
August 13-27/No. 8920
Locations: San Diego, Los Angeles, Sacramento, and San Francisco
Fee: $1200 (approx.)
No. of participants: 30

Application Procedure

1. All seminars, except the Italian-language bursary course:

For further information, please contact:

Educator Seminars Program Manager
Education Liaison and Exchange Branch
Ministry of Education
Queen's Park
Mowat Block, Room 1430
Toronto, Ontario
M7A 1L2

Telephone: (416) 965-9154

Please send completed application forms to the above address.

The deadline for receipt of applications for the March break seminars is January 31, 1989.

The deadline for receipt of applications for the summer seminars is February 28, 1989.

Note: There is a separate application form for the French bursary seminars. Please request a copy from the program manager.

Italie

Pour les professeurs d'italien
Du 1er au 29 juillet / N° 899
Endroit : À déterminer
Frais d'inscription : Aucuns (programme admissible à une bourse)
Nombre de participants : 12
Remarque : Programme donné en italien

France (Grenoble)

Pour les professeurs de français langue seconde
Du 1er au 30 juillet / N° 8910
Endroit : Grenoble
Frais d'inscription : Aucuns (programme admissible à une bourse)
Nombre de participants : 18
Remarque : Programme donné en français

France (Montpellier)

Pour les enseignants de modules scolaires de langue française
Du 1er au 30 juillet / N° 8911
Endroit : Montpellier
Frais d'inscription : Aucuns (programme admissible à une bourse)
Nombre de participants : 18
Remarque : Programme donné en français

L'Europe contemporaine

Du 4 au 22 juillet / N° 8912
Endroits : Les Avant (Suisse)
Lambrecht (République fédérale d'Allemagne)
Salzbourg (Autriche)
Strasbourg (France)
Frais d'inscription : 1 300 $
Nombre de participants : 50
Remarque : Programme donné en français

*Le Japon contemporain

Du 5 au 25 juillet / N° 8913
Endroits : Tokyo, Nagano, Kyoto, Hiroshima, Nagasaki île Shikoku et Osaka
Frais d'inscription : 3 500 $
Nombre de participants : 30

L'histoire et la culture du Pérou

Du 2 au 22 juillet / N° 8914
Endroits : Lima, Cuzco, Machu Picchu et Ica
Frais d'inscription : 1 370 $ américains
Nombre de participants : 40

*Education, Culture, and Society in the Two German States

July 7-23/No. 897
Locations: Rhineland and Bavaria (Federal Republic of Germany)
German Democratic Republic
Fee: $900
No. of participants: 20
Note: A basic knowledge of the German language will be helpful.

*Eastern Europe

July 7-26/No. 898
Locations: Berlin (Federal Republic of Germany)
Dresden (German Democratic Republic)
Prague (Czechoslovakia)
Krakow, Warsaw, Auschwitz (Poland)
Fee: $1400
No. of participants: 34

The Netherlands, West Germany, and Belgium

July 8-27/No. 893
Locations: Amsterdam (The Netherlands)
Bocholt (Federal Republic of Germany)
Bruges (Belgium)
Fee: $950
No. of participants: 40

Southern Germany and Austria

July 9-27/No. 894
Locations: Wiesneck, in the Black Forest, and Tutzing, near Munich (Federal Republic of Germany)
Salzburg (Austria)
Fee: $900
No. of participants: 40

Cultures of Central Europe

July 22-August 8/No. 896
Locations: Lambrecht, near Heidelberg, and Bavaria's Romantic Road (Federal Republic of Germany)
Bregenz (Austria)
Fee: $900
No. of participants: 40

Education and Natural History of Costa Rica

August 1-11/No. 8915
Locations: San José, Arenal volcano (near Cañas), and the Gulf of Dulce
Fee: $1515
No. of participants: 16

*Le système d'éducation, la culture et la société des deux états germaniques

Du 7 au 23 juillet / N° 897
Endroits : Rhénanie et Bavière (République fédérale d'Allemagne)
République démocratique allemande
Frais d'inscription : 900 $
Nombre de participants : 20
Remarque : La connaissance des rudiments de l'allemand sera utile.

*L'Europe de l'Est

Du 7 au 26 juillet / N° 898
Endroits : Berlin (République fédérale d'Allemagne)
Dresden (République démocratique allemande)
Praque (Tchécoslovaquie)
Cracovie, Varsovie, Auschwitz (Pologne)
Frais d'inscription : 1 400 $
Nombre de participants : 34

Pays-Bas, Allemagne de l'Ouest et Belgique

Du 8 au 27 juillet / N° 893
Endroits : Amsterdam (Pays-Bas)
Bocholt (République fédérale d'Allemagne)
Bruges (Belgique)
Frais d'inscription : 950 $
Nombre de participants : 40

Sud de l'Allemagne et Autriche

Du 9 au 27 juillet / N° 894
Endroits : Wiesneck, dans la Forêt-Noire, et Tutzing, près de Munich (République fédérale d'Allemagne)
Salzbourg (Autriche)
Frais d'inscription : 900 $
Nombre de participants : 40

Les cultures d'Europe centrale

Du 22 juillet au 8 août / N° 896
Endroits : Lambrecht, près de Heidelberg et la «Route romantique» de Bavière (République fédérale d'Allemagne)
Bregenz (Autriche)
Frais d'inscription : 900 $
Nombre de participants : 40

L'éducation et l'histoire naturelle au Costa Rica

Du 1er au 11 août / N° 8915
Endroits : San José, le volcan Arenal (près de Cañas) et le golfe Dulce
Frais d'inscription : 1 515 $
Nombre de participants : 16

Italy
For Teachers of the Italian Language
July 1-29/No. 899
Location: To be determined
Fee: No fee (bursary program)
No. of participants: 12
Note: Program conducted in Italian

France (Grenoble)
For Teachers of French As a Second Language
July 1-30/No. 8910
Location: Grenoble
Fee: No fee (bursary program)
No. of participants: 18
Note: Program conducted in French

France (Montpellier)
For Teachers in French-Language Instructional Units
July 1-30/No. 8911
Location: Montpellier
Fee: No fee (bursary program)
No. of participants: 18
Note: Program conducted in French

Contemporary Europe
July 4-22/No. 8912
Locations: Les Avant (Switzerland)
Lambrecht (Federal Republic of Germany)
Salzburg (Austria)
Strasbourg (France)
Fee: $1300
No. of participants: 50
Note: Program conducted in French

*Contemporary Japan
July 5-25/No. 8913
Locations: Tokyo, Nagano, Kyoto, Hiroshima, Nagasaki, Shikoku Island, and Osaka
Fee: $3500
No. of participants: 30

Historical and Cultural Peru
July 6-22/No. 8914
Locations: Lima, Cuzco, Machu Picchu, and Ica
Fee: US $1370
No. of participants: 40

*Les femmes en tant que leaders
Du 9 au 23 août / Nº 8916
Endroits : Bonn et Hambourg (République fédérale d'Allemagne)
Copenhague (Danemark)
Frais d'inscription : 1 200 $
Nombre de participants : 40

La Scandinavie - Une étude comparée
Du 10 au 24 août / Nº 8919
Endroits : Stockholm et Äppelviken (Suède)
Copenhague (Danemark)
Frais d'inscription : 1 600 $
Nombre de participants : 30

L'éducation en Californie : Tendances actuelles
Du 13 au 27 août / Nº 8920
Endroits : San Diego, Los Angeles, Sacramento et San Francisco
Frais d'inscription : 1 200 $ (env.)
Nombre de participants : 30

Modalités d'inscription

1. Pour tous les séminaires, à l'exception du séminaire en Italie (programme admissible à une bourse) :

Pour plus de renseignements, s'adresser à la :

Responsable du programme des séminaires pour éducateurs
Direction des liaisons et des échanges en éducation
Ministère de l'Éducation
Queen's Park
Édifice Mowat, bureau 1430
Toronto (Ontario)
M7A 1L2

Téléphone : (416) 965-9154

Veuillez envoyer les formulaires d'inscription dûment remplis à l'adresse ci-dessus.

La date limite d'inscription aux séminaires offerts durant le congé de mars est le 31 janvier 1989.

La date limite d'inscription aux séminaires offerts pendant l'été est le 28 février 1989.

Remarque : Les personnes intéressées à suivre les séminaires donnés en France et dont le programme est admissible à une bourse doivent remplir un formulaire distinct. Veuillez en faire la demande auprès de la responsable du programme.

*Leadership in Education

March 11-19/No. 8917
or
March 18-25/No. 8918
Locations: Berlin and Munich (Federal Republic of Germany)
Fee: $450
No. of participants: 34 in each seminar

Education and Natural History of Costa Rica

March 18-26/No. 8922
Locations: San José, Monteverde, and Arenal
Fee: $1275
No. of participants: 15

Summer Seminars

France (Paris)

For Teachers of French As a Second Language
July 1-15/No. 890
Location: Sèvres, near Paris
Fee: 5300 fr.
No. of participants: 15
Note: Program conducted in French

The Alps

July 1-22/No. 891
Locations: Weingarten (southern Germany)
St. Moritz (Switzerland)
Bressanone (Italy)
Austria
Fee: $1050
No. of participants: 40

Berlin and the Federal Republic of Germany

July 1-22/No. 892
Locations: Berlin; Hamburg; and Lambrecht, near Heidelberg
Fee: $900
No. of participants: 34

China

July 1-23/No. 895
Locations: Shanghai, Nanjing, Suchow, Xi'an, Beijing, and Hong Kong
Fee: $2500 (approx.)
No. of participants: 25

2. Séminaire en Italie (programme admissible à une bourse) :

Pour obtenir des formulaires d'inscription ou de plus amples renseignements, veuillez écrire à :

M^{me} Caterina Cicogna
Direttrice Didattica
Consulat général d'Italie
136, rue Beverley
Toronto (Ontario)
M5T 1Y5

Téléphone : (416) 977-1566
poste 211

M^{me} Mariella Rebecchini, prof.
Directrice adjointe
Institut culturel d'Italie
496, rue Huron
Toronto (Ontario)
M5R 2R3

Téléphone : (416) 921-3802

Remarque : En février 1989, le gouvernement italien annoncera officiellement, dans un communiqué de presse, la tenue d'un cours admissible à une bourse. L'annonce paraîtra dans les journaux italiens diffusés en Ontario.

La date limite pour l'envoi des formulaires d'inscription et des curriculum vitae (vers la fin d'avril) sera également annoncée à ce moment.

Individuals interested in applying for these seminars should note the following:

- The seminars are intended expressly for educators, but others will be given the opportunity to participate if space permits.
- Unless otherwise noted, the programs will be conducted in English.
- Detailed itineraries will be sent to candidates whose applications are accepted.
- Group flights from Toronto will be available for interested participants in most programs. Air fares are not given in the memorandum, due to fluctuating prices. Participants are responsible for their international travel costs and for making any arrangements for extended stays.
- Course fees given in foreign currencies are subject to change, due to fluctuating exchange rates. Some fees have yet to be determined.
- All programs and dates are subject to change.
- The seminar fee generally includes tuition, accommodation, most meals, admission to cultural activities, excursions, and land transportation, as well as bus transfers from and to the airport(s) in the country visited.

The Seminars

Since some Ontario school boards will be having their midwinter break one week after the regular midwinter break, two seminars are being offered in the first week and two in the second. An asterisk indicates that a particular seminar is being offered for the first time in 1989.

March Break Seminars

Technological Education and Career Preparation

March 11-19/No. 8921
Location: Schwabisch Gmund, near Stuttgart
(Federal Republic of Germany)
Fee: $450
No. of participants: 40

Ministry of Education
Ministère de l'Éducation
Ontario

Application for 1989 International Professional Development Seminars

Demande d'inscription aux séminaires internationaux de perfectionnement professionnel 1989

Please duplicate for additional copies/Prière de reproduire pour obtenir des copies supplémentaires

Please print your seminar choices in order of priority/Prière d'indiquer vos choix par ordre de priorité

1. Seminar No. / N° du séminaire
2. Seminar No. / N° du séminaire
3. Seminar No. / N° du séminaire

Surname/Nom de famille
Given Name(s)/Prénom(s)
☐ Mr./M. ☐ Miss/M^{lle} ☐ Mrs./M^{me} ☐ Ms./Mad.

Street No./N°
Street Name/Rue
Apt. No./N° d'app.

Town, City/Localité, Ville
Postal Code/Code postal

Telephone Numbers/N^{os} de téléphone
Home/Domicile
Office/Bureau
Citizenship/Citoyenneté

School/École (1988-89)

School Board, Employer/Conseil scolaire, Employeur

Present Position in Education/Poste actuel dans l'enseignement
☐ Elementary/Élémentaire ☐ Secondary/Secondaire ☐ Other/Autre

Have you applied previously?/Avez-vous déjà fait une demande? ☐ No/Non ☐ Yes/Oui

Year/Année__________ Seminar/Séminaire__________

Accepted?/Accepté(e)? ☐ No/Non ☐ Yes/Oui

Return application to:

Educator Seminars Program Manager
Education Liaison and Exchange Branch
Ministry of Education
Queen's Park
Mowat Block, Room 1430
Toronto, Ontario
M7A 1L2

Telephone: (416) 965-9154

Veuillez faire parvenir cette demande à l'adresse suivante :

Responsable du programme de séminaires pour éducateurs
Direction des liaisons et des échanges en éducation
Ministère de l'Éducation
Édifice Mowat, bureau 1430
Queen's Park
Toronto (Ontario)
M7A 1L2

Téléphone : (416) 965-9154

Deadlines:

January 31, 1989, for March break seminars
February 28, 1989, for summer seminars

Dates limites d'inscription :

31 janvier 1989 pour les séminaires de mars
28 février 1989 pour les séminaires d'été

N.B. One application per person
N.B. Une demande d'inscription par personne

Applications are collected by the program manager for the purposes of candidate selection and statistical analysis. Applications will be kept on file for a period of two years. No information related to this application will be shared outside the ministry without your prior consent.

Les formulaires d'inscription seront étudiés par la responsable du programme en vue de la sélection des candidats et d'une analyse statistique. Ils seront conservés dans un dossier pendant une période de deux ans. Aucun renseignement relatif à cette demande ne sera divulgué à l'extérieur du ministère sans votre consentement préalable.

83-2728 (12/88)

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Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 101

Date of Issue: January 6, 1989 **Effective:** Until revoked or modified

Subject: INTERNATIONAL PROFESSIONAL DEVELOPMENT SEMINARS: MARCH BREAK AND SUMMER 1989

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 101, January 4, 1988.

THE FOLLOWING INFORMATION SHOULD BE BROUGHT TO THE ATTENTION OF ALL STAFF DIRECTLY INVOLVED WITH STUDENT AND EDUCATOR PROGRAMS. PRINCIPALS ARE ASKED TO PLACE THIS MEMORANDUM AND THE ENCLOSED POSTER IN THE STAFF ROOM.

N.B.: THIS MEMORANDUM CONTAINS INFORMATION ON BOTH THE MARCH BREAK AND SUMMER SEMINARS.
AN APPLICATION FORM, WHICH CAN BE DUPLICATED, IS INCLUDED.

General Information

Every year, the Ontario Ministry of Education, in conjunction with the governments of several countries and other agencies, offers a variety of professional development experiences for educators during the March break and summer holidays. These seminars, which last one to four weeks, provide an excellent opportunity for Ontario educators to learn about the educational system, culture, history, geography, and people of the countries they visit. The seminars enable participants to broaden their educational and cultural perspectives and acquire new information and ideas to share with students and colleagues at home.

Most of the seminars provide a general overview of the country visited, with particular emphasis on the local area. More specialized seminars are also offered. The seminars usually consist of a series of lectures and visual presentations interspersed with visits to galleries and museums as well as schools, industries, architectural and historic sites, and other places of interest. Many of the seminars take place in international academies located in rural or urban areas and featuring seminar rooms, recreation areas, comfortable bedrooms, and fine restaurants.

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Ministry
of
Education
Ontario

Issued under the authority
of the Minister of Education

Policy/Program Memorandum No. 102

Date of Issue: January 11, 1988

Effective: Until revoked or modified

Subject: AFFIRMATIVE ACTION/EMPLOYMENT EQUITY FOR WOMEN EMPLOYEES OF SCHOOL BOARDS

Application: Chairmen of School Boards
Chief Executive Officers of School Boards

Reference: Policy/Program Memorandum No. 92, Affirmative Action/Employment Equity Incentive Fund for School Boards, December 16, 1986

Ontario's education system has led the way in developing and implementing affirmative action/employment equity programs for women employees. This leadership must be maintained as the province progresses towards full equality of opportunity for girls and women.

In December 1986 the then Minister of Education, Sean Conway, wrote to the chairmen of school boards to restate the government's ongoing commitment to the principle of employment equity and to announce the extension of the Affirmative Action/Employment Equity Incentive Fund for a further three-year period.

To date, ninety-one boards have participated in the Incentive Fund. In 1987, forty-one of these boards received grants from the Fund for the third and final year. I wish to acknowledge the achievements of these boards in adopting specific positive measures for women employees, and I extend my congratulations on the successful initiation or extension of their affirmative action/employment equity programs. It is my expectation that such programs will continue to be given a high priority by school boards as they work towards the objective of raising the number and diversifying the occupational distribution of women to a minimum of 30 per cent in all job categories by the year 2000. It is essential that affirmative action/employment equity programs become an integral part of the long-term planning and human resources management strategies of school boards.

In December 1986 it was also announced that future annual reports of chief executive officers of boards should refer to the boards' affirmative action/employment equity activities for their women employees. It is expected that, effective December 1, 1988, this section of the annual report will contain the following elements:

- reference to an existing policy or a plan to develop a policy on affirmative action/employment equity for female employees;
- a statement of the board's participation in the Affirmative Action/Employment Equity Incentive Fund, or its intention to participate;

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plan conçu en vue de mettre en oeuvre une telle ligne de conduite;

- un exposé sur l'aide fournie au conseil scolaire par le Fonds d'encouragement à l'action positive/équité en matière d'emploi, ou sur l'intention du conseil d'y faire appel;
- une ou des particularités remarquables du programme d'action positive/équité en matière d'emploi du conseil scolaire ou une ou des réalisations de ce programme (le cas échéant) et
- un résumé des résultats obtenus à la suite de la mise en oeuvre d'une politique ou d'un programme d'action positive/équité en matière d'emploi visant les employées.

En dernier lieu, je désire encourager les conseils scolaires qui n'ont pas encore fait appel au Fonds d'encouragement à l'action positive/équité en matière d'emploi de profiter de l'aide que leur offre le ministère de l'Éducation. Vous pouvez obtenir des renseignements sur les formalités de demande de subventions pour 1988 auprès des agents d'éducation des bureaux régionaux du ministère.

Le ministre,

Chris Ward

Chris Ward

- noteworthy feature(s) or achievement(s) of the board's affirmative action/employment equity program (where appropriate);

- a summary of the results achieved to date through the implementation of an affirmative action/employment equity policy and program for women employees.

Finally, I wish to strongly encourage those boards that have not yet received grants from the Affirmative Action/Employment Equity Incentive Fund to take advantage of this opportunity for assistance from the Ministry of Education. Information concerning the 1988 application process is available from education officers at the regional offices of the Ministry of Education.

Chris Ward

Chris Ward
Minister

Ministère
de
l'Éducation
Ontario

Directives émanant du
ministre de l'Éducation

Politique/Programmes Note nº 102

Date d'émission : le 11 janvier 1988

En vigueur : jusqu'à abrogation ou modification

Objet : L'ACTION POSITIVE/ÉQUITÉ EM MATIÈRE D'EMPLOI POUR LE PERSONNEL FÉMININ DES CONSEILS SCOLAIRES

À l'attention des : Présidents et présidentes de conseil scolaire
Chefs de service administratif des conseils scolaires

Référence : La note Politique/Programmes nº 92 sur le Fonds d'encouragement à l'action positive/équité en matière d'emploi dans les conseils scolaires, du 16 décembre 1986

Le système éducatif de l'Ontario a joué un rôle de premier plan en ce qui a trait à la conception et à la mise en oeuvre de programmes d'action positive/équité en matière d'emploi pour le personnel féminin. Il se doit de conserver cette attitude au fur et à mesure que la province progresse en vue d'offrir aux personnes du sexe féminin des chances égales dans tous les domaines.

En décembre 1986, M. Sean Conway, qui était alors ministre de l'Éducation, écrivait aux présidents de conseil scolaire pour leur exposer à nouveau le principe de l'équité en matière d'emploi auquel adhère le gouvernement et pour leur annoncer l'extension du Fonds d'encouragement à l'action positive/équité en matière d'emploi pendant trois autres années.

Jusqu'à maintenant, 91 conseils scolaires ont fait appel au Fonds d'encouragement. En 1987, 41 d'entre eux ont obtenu des subventions du Fonds pour une troisième et dernière année. Je tiens à louer ces conseils pour avoir adopté des mesures positives à l'intention de leur personnel féminin et pour avoir réussi à mettre sur pied des programmes d'action positive/équité en matière d'emploi ou, s'ils en avaient déjà, à en augmenter la portée. Je m'attends que les conseils scolaires continueront d'accorder priorité à ces programmes s'ils veulent accroître et diversifier la participation des femmes dans toutes les catégories d'emploi, pour qu'elles y occupent au moins 30 p. 100 des postes d'ici l'an 2000. Il est essentiel que les conseils scolaires, dans leurs stratégies de planification à long terme et de gestion des ressources humaines, tiennent compte des programmes d'action positive/équité en matière d'emploi.

En décembre 1986, on a annoncé que les chefs de service administratif des conseils scolaires devront, dans leurs rapports annuels, faire état des mesures d'action positive/équité en matière d'emploi prises à l'intention du personnel féminin. Ces rapports annuels comporteront, à partir du 1er décembre 1988, les éléments suivants :

- un renvoi à la politique adoptée afin de favoriser l'action positive/équité en matière d'emploi pour les employées, ou au

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Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 103

Date of Issue: January 27, 1988

Effective: Until revoked or modified

Subject: TERMINATION OF THE BOOK PURCHASE PLAN

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memoranda No. 57A, January 10, 1986, and No. 57C, October 10, 1986.

The Ministry of Education has recently reviewed its policies on learning materials, especially with reference to textbooks. The review included consultations with educational organizations and discussions with publishers' associations and individual publishers. As a result of this review, the Minister of Education announced an initial grant of $16.8 million for the purchase of textbooks in 1988. Details of the financial operation of this grant will be included in the General Legislative Grants Regulation for 1988.

Since this grant will provide schools and school boards with additional funding for the purchase of new textbooks, the Book Purchase Plan has been discontinued and will not apply to titles listed in Circular 14, 1987, Circular 14A, 1987, or Circular 14B, 1987.

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O59 ME/M

Ministère
de
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Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note nº 103

Date d'émission : le 27 janvier 1988 En vigueur : jusqu'à abrogation ou modification

Objet : CESSATION DU PLAN D'ACHAT DE LIVRES

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

Référence : Cette note remplace les notes Politique/Programmes nº 57A du 10 janvier 1986 et nº 57C du 10 octobre 1986.

Le ministère de l'Éducation vient de réviser ses politiques relatives au matériel d'apprentissage et, tout particulièrement, aux manuels scolaires. Pour ce faire, nous avons consulté divers organismes du milieu de l'éducation et discuté avec des représentants d'associations de maisons d'édition, ainsi qu'avec des éditeurs. En conclusion, le ministre de l'Éducation a annoncé que des subventions initiales, totalisant 16,8 millions de dollars, seront allouées en 1988 pour l'achat de manuels scolaires. De plus amples détails sur le calcul de ces subventions figureront dans le Règlement sur les subventions générales de 1988.

Étant donné que les écoles et les conseils scolaires pourront, grâce à ces subventions, obtenir des fonds supplémentaires pour l'achat de nouveaux manuels scolaires, le Plan d'achat de livres a été supprimé et il ne s'appliquera plus aux manuels dont les titres paraissent dans la Circulaire 14, 1987, dans la Circulaire 14A, 1987 ou dans la Circulaire 14B, 1987.

ON07734 EF

Ministry
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Policy/Program Memorandum No. 104

Date of Issue: March 1, 1988 **Effective:** Until revoked or modified

Subject: VIP PROGRAM

Application: Directors of Education

The VIP Program, initiated in 1982, is a values-based optional program for Grade 6 students developed and supported by the Ministry of the Solicitor General and the Ministry of Education. It has enjoyed approval and support from Ontario school boards and police forces, as well as from many community agencies and service clubs.

The VIP program is based on the resource document Values, Influences, and Peers. It involves instruction by a teacher and a police officer working as a team. More than 150 Ontario school boards and over 125 Ontario municipal police forces and 120 Ontario Provincial Police detachments have been involved in the program.

Although the effect of the VIP program on student attitudes and behaviour has not been evaluated systematically, the program has enjoyed a positive response from the press, trustees, parents, community leaders, police officials, service clubs, government officials, and a wide range of educators. In 1985, the VIP program was awarded the Solicitor General of Canada's Crime Prevention Award. This award reflects credit on all those involved in the development and presentation of the VIP program.

Teachers and police officers intending to teach the program have in the past been required to participate in VIP training seminars arranged by school boards and police forces with the assistance of the two originating ministries. In view of the fact that the VIP program has achieved such wide acceptance and is well established in so many school boards, it is no longer considered necessary for teachers and police officers to be required to attend ministry-supported VIP training seminars before offering VIP instruction to English-speaking students. School boards should nevertheless ensure that teachers and police officers be given some form of preparation. The details of this training will be determined by the school boards, in co-operation with local police officials where feasible.

The Ministry of Education will continue to provide school boards with assistance in planning and co-ordinating VIP preparation seminars for French-language teachers and police officers. School board officials may arrange for such assistance through the VIP Provincial Co-ordinator (French-language) at the following address:

Ministry of Education
Midnorthern Ontario Region
199 Larch Street, 7th Floor
Sudbury, Ontario
P3E 5P9
Telephone: (705) 675-4436

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provincial du programme VIP (langue française), à l'adresse suivante :

Ministère de l'Éducation
Centre-Nord de l'Ontario
199, rue Larch, 7^e^ étage
Sudbury (Ontario)
P3E 5P9
Téléphone : (705) 675-4436

Le ministère du Solliciteur général collaborera, sur demande, à la planification et à la présentation de séminaires dans les deux langues. Pour obtenir plus de détails sur l'aide disponible, les responsables des conseils scolaires peuvent contacter la Commission de police de l'Ontario, à l'adresse suivante :

Coordonnateur provincial du programme VIP
Commission de police de l'Ontario
25, rue Grosvenor, 9^e^ étage
Toronto (Ontario)
M7A 2H3
Téléphone : (416) 965-6071

Les responsables des conseils scolaires et les directeurs d'école peuvent obtenir des exemplaires du document Valeurs, influences et relations avec ses pairs en en faisant la demande dans l'un ou l'autre des six bureaux régionaux du ministère de l'Éducation ou en écrivant à l'adresse suivante :

Superviseur des services de diffusion
Ministère de l'Éducation
25, rue Breadalbane
Toronto (Ontario)
M4Y 1C3

The Ministry of the Solicitor General will continue to provide assistance in planning and presenting seminars in both languages, if requested. For more details about the nature of the assistance available, school board officials may contact the Ontario Police Commission at the following address:

VIP Provincial Co-ordinator
Ontario Police Commission
25 Grosvenor Street, 9th Floor
Toronto, Ontario
M7A 2H3
Telephone: (416) 965-6071

Copies of the resource documents Values, Influences, and Peers and Valeurs, influences, et relations avec ses pairs are available from the six regional offices of the Ministry of Education upon request by school board officials or school principals, or from the following address:

The Supervisor
Ministry of Education
Distribution Services
25 Breadalbane Street
Toronto, Ontario
M4Y 1C3

Ministère
de
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Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes Note n° 104

Date d'émission : le 1e mars 1988

En vigueur : jusqu'à abrogation ou modification

Objet : LE PROGRAMME VIP

À l'attention des : Directeurs et directrices de l'éducation

Amorcé en 1982, le programme VIP est un projet facultatif sur la notion de valeurs qui s'adresse aux élèves de 6e année. Il a été élaboré conjointement par le ministère du Solliciteur général et le ministère de l'Éducation et il est mis en oeuvre avec leur soutien. Le programme a reçu l'approbation et l'appui des conseils scolaires et des corps de police de l'Ontario, ainsi que de nombreux services communautaires et clubs sociaux.

Le programme VIP se fonde sur le document intitulé Valeurs, influences et relations avec ses pairs. Sa mise en oeuvre est assurée par des équipes formées d'un enseignant ou d'une enseignante et d'un agent ou d'une agente de police. Jusqu'ici, plus de 150 conseils scolaires de l'Ontario, plus de 125 corps de police municipaux et 120 détachements de la Police provinciale de l'Ontario y ont participé.

Même si les répercussions du programme VIP sur les attitudes et le comportement des élèves n'ont pas encore fait l'objet d'une étude systématique, le projet a suscité l'enthousiasme de la presse, des conseillers scolaires, des parents, des dirigeants locaux, des autorités policières, des clubs sociaux, des fonctionnaires et d'un grand nombre d'éducateurs. En 1985, il a reçu le Prix de la prévention du crime décerné par le solliciteur général du Canada. Ce prix rend hommage à toutes les personnes qui ont contribué à l'élaboration et à la présentation du programme VIP.

Dans le passé, les enseignants et les policiers qui souhaitaient participer au programme VIP devaient suivre des séminaires d'orientation organisés par les conseils scolaires et les corps de police avec l'aide des deux ministères à l'origine du projet. Or, étant donné que le programme reçoit partout un accueil favorable et qu'il est déjà mis en oeuvre dans un grand nombre de conseils scolaires, enseignants et agents de police ne sont plus tenus d'assister à ces séminaires avant de le présenter aux élèves anglophones. Les conseils scolaires veilleront néanmoins à ce que les enseignants et les policiers reçoivent une certaine préparation. Il appartiendra aux conseils de déterminer, si c'est possible avec l'aide des cadres de la police municipale, en quoi consistera cette formation.

Le ministère de l'Éducation continuera d'aider les conseils scolaires à planifier et à coordonner les séminaires d'orientation au programme VIP qui s'adressent aux enseignants et aux policiers francophones. Pour obtenir cette aide, les responsables des conseils scolaires peuvent communiquer avec le coordonnateur

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Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 105

Date of Issue: March 14, 1988

Effective: For information only

Subject: INTERNATIONAL YEAR OF SHELTER FOR THE HOMELESS, 1987: FOLLOW-UP

Application: Directors of Education
Principals of Schools

The United Nations General Assembly proclaimed 1987 the International Year of Shelter for the Homeless. The following statistics demonstrate the appropriateness of that decision:

- Approximately one-quarter of the world's population does not have adequate shelter. These people live in extremely unsanitary and unhealthy conditions.
- Approximately 100 million people have no shelter whatsoever. They sleep in the streets, under bridges, in vacant lots, and in doorways.
- It is estimated that 20 million children and young people in Latin America live in the streets.

The International Year of Shelter for the Homeless involved a program of action at the national and local levels that began before 1987 and continued throughout that year. Many countries launched IYSH programs and activities, which included several hundred projects aimed at finding new and effective solutions to issues involving shelter, with the goal of improving conditions for the homeless, the poor, and the disadvantaged. These programs were designed to pursue their aims, not just in 1987, but in the years to come. Their ultimate goal is the achievement of shelter for all by the year 2000.

During 1988, schools and teachers are encouraged to continue to support the goals of the International Year of Shelter for the Homeless by further developing students' awareness of the conditions and needs of homeless children and others in all parts of the world. Teachers planning activities on this theme may wish to make use of the 1987 International Year of Shelter for the Homeless information kit "More Than Just a Roof... Join Ontario's Challenge", which contains background material. This kit, which was developed by the Ontario Ministry of Housing in co-operation with the IYSH Ontario Provincial Secretariat, was sent to all Ontario schools last year.

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Ontario
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Politique/Programmes
Note nº 105

Date d'émission : le 14 mars 1988

En vigueur : À seul titre d'information

Objet : 1987, ANNÉE INTERNATIONALE DU LOGEMENT DES SANS-ABRI : SUIVI

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

L'Assemblée générale des Nations Unies a proclamé 1987, Année internationale du logement des sans-abri. Les statistiques ci-dessous démontrent bien la pertinence de cette décision:

- Près d'un quart de la population mondiale habite dans des abris rudimentaires et vit dans des conditions d'insalubrité extrême.
- Environ 100 millions de personnes sont sans abri. Elles dorment dans les rues et les terrains inoccupés, sous les ponts et les porches.
- On estime que 20 millions d'enfants et de jeunes d'Amérique latine vivent dans les rues.

L'Année internationale du logement des sans-abri (AILSA) a donné lieu, aux échelons local et national, à un programme qui a débuté avant 1987 et qui s'est déroulé tout au long de cette année. De nombreux pays y ont participé en mettant sur pied des centaines de projets visant à trouver de nouvelles solutions aux problèmes de logement et à améliorer les conditions d'habitation des sans-abri, des pauvres et des défavorisés. Ces projets se poursuivront au delà de 1987 afin d'atteindre leurs objectifs. Leur but ultime est de procurer un abri à tous les humains d'ici l'an 2000.

Nous invitons les écoles et les enseignants à continuer en 1988 d'appuyer les buts de l'Année internationale du logement des sans-abri et ce, en sensibilisant davantage leurs élèves aux conditions d'habitation et aux besoins des enfants et des personnes sans abri de toutes les parties du monde. Les enseignants qui prévoient des activités sur ce thème pourront se servir du dossier «Plus qu'un simple toit... l'Ontario au défi», qui porte sur 1987, Année internationale du logement des sans-abri. Ce dossier, préparé par le ministère du Logement de l'Ontario avec le concours du secrétariat ontarien de l'AILSA, a été distribué l'an dernier dans toutes les écoles de l'Ontario.

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 106

Date of Issue: May 29, 1992

Effective: Until revoked or modified

Subject: LEARNING MATERIALS FUNDING INCENTIVE PROGRAMS, 1992

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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 106, May 31, 1991.

The 1992 calendar year is the final year of the five-year grant to assist school boards in purchasing textbooks for elementary and secondary school students.

The following funding incentive programs related to learning materials for use in schools will continue in 1992.

1. Textbook Funding Incentive

   In 1992, grants totalling $16.4 million will be made available to school boards through the General Legislative Grants for the purchase of textbooks listed in Circular 14: Textbooks or approved by local school boards, as described in section 3(b) of the preliminary pages of Circular 14.

   Additional grants will be calculated as follows:

   a) Elementary. In 1992, school boards that are spending in excess of the benchmark figure of $13 per elementary school pupil on textbooks will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures. The maximum amount eligible for grant will be $15 per elementary school pupil.

   b) Secondary. In 1992, school boards that are spending in excess of the benchmark figure of $22 per secondary school pupil on textbooks (excluding those for Ontario Academic Courses) will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures. The maximum amount eligible for grant will be $12 per secondary school pupil.

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2. Manuels scolaires pour les cours préuniversitaires de l'Ontario

Le paragraphe 4 de l'article 7 du Règlement 262, Règlements refondus de l'Ontario de 1980, tel qu'il a été modifié, oblige les conseils scolaires à mettre gratuitement à la disposition de tous les élèves inscrits dans les écoles de jour qu'ils administrent, y compris les élèves inscrits aux cours préuniversitaires de l'Ontario, les manuels dont ils ont besoin.

Une subvention spéciale continuera d'être accordée aux conseils scolaires en 1992, par le biais des subventions générales, pour les aider à fournir des manuels scolaires aux élèves inscrits aux cours préuniversitaires de l'Ontario. Le ministère fournira à cette fin 2,4 millions de dollars.

Le calcul de cette subvention se fera comme suit : les dépenses du conseil scolaire jusqu'à concurrence de 5 $ par élève du palier secondaire et ce, pour l'achat de manuels scolaires relatifs aux cours préuniversitaires de l'Ontario, seront admissibles à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées.

Il ne sera plus possible d'obtenir une subvention pour l'achat de matériel d'apprentissage destiné aux élèves des cycles primaire et moyen par le biais d'un programme d'encouragement à l'achat de matériel d'apprentissage. Conformément à la politique visant l'incorporation du financement des programmes de longue date dans la subvention de base par élève, la subvention accordée pour l'achat de matériel d'apprentissage destiné aux élèves des cycles primaire et moyen a été incluse en 1991 dans la subvention de base par élève. En 1992, un conseil scolaire aura droit à 17 $ par élève du palier élémentaire.

2. Textbooks for Ontario Academic Courses

Subsection 4 of section 7 of Regulation 262, Revised Regulations of Ontario, 1980, as amended, requires school boards to provide textbooks without charge for all students enrolled in day schools operated by the board, including students enrolled in Ontario Academic Courses.

The special grant to assist school boards in providing textbooks for students enrolled in Ontario Academic Courses will be continued in 1992. The ministry will provide $2.4 million for this purpose.

The grant will be calculated as follows: school board expenditures of up to $5 per secondary school pupil for the purchase of textbooks for Ontario Academic Courses will be eligible for additional grants through the General Legislative Grants. Grants will be paid at the board's rate of grant for recognized extraordinary expenditures.

Funding for the purchase of student learning materials for the Primary and Junior Divisions is no longer provided through a funding incentive program. In keeping with the policy of incorporating funding for long-standing programs into the basic per-pupil grant, funding for the purchase of Primary and Junior learning materials was included in the basic per-pupil grant in 1991. The amount available to a school board in 1992 is $17 per elementary school pupil.

Ministère
de
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Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note nº 106

Date d'émission : Le 29 mai 1992

En vigueur : Jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENCOURAGEMENT À L'ACHAT DE MATÉRIEL D'APPRENTISSAGE - 1992

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

Référence : Cette note remplace la note Politique/Programmes nº 106 du 31 mai 1991.

L'année civile 1992 est la cinquième et dernière année au cours de laquelle les conseils scolaires peuvent obtenir des subventions au titre de l'achat de manuels scolaires destinés aux élèves des paliers élémentaire et secondaire.

Les programmes suivants d'encouragement à l'achat de matériel d'apprentissage pour les écoles se poursuivront en 1992.

1. Subventions pour l'achat de manuels scolaires

En 1992, le ministère affectera 16,4 millions de dollars aux conseils scolaires, par le biais des subventions générales, pour l'achat de manuels énumérés dans la Circulaire 14. Manuels scolaires ou approuvés par les conseils scolaires conformément à l'article 3(b) des pages préliminaires de la Circulaire 14.

Les subventions supplémentaires seront calculées comme suit :

a) Élémentaire. En 1992, les conseils scolaires qui dépensent plus de 13 $ (montant repère) par élève du palier élémentaire pour l'achat de manuels scolaires auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées. Le montant maximum admissible aux fins de la subvention sera de 15 $ par élève du palier élémentaire.

b) Secondaire. En 1992, les conseils scolaires qui dépensent plus de 22 $ (montant repère) par élève du palier secondaire pour l'achat de manuels scolaires (à l'exception des manuels requis pour les cours préuniversitaires de l'Ontario) auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées. Le montant maximum admissible aux fins de la subvention sera de 12 $ par élève du palier secondaire.

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 106

Date of Issue: May 31, 1991

Effective: Until revoked or modified

Subject: LEARNING MATERIALS FUNDING INCENTIVE PROGRAMS, 1991

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 106, May 31, 1990.

The following funding incentive programs related to learning materials for use in schools will continue in 1991.

1. Textbook Funding Incentive

In 1991, grants totalling $15.9 million will be made available to school boards through the General Legislative Grants for the purchase of textbooks listed in Circular 14: Textbooks or approved by local school boards as described in section 3(b) of the preliminary pages of Circular 14.

Additional grants will be calculated as follows:

a) Elementary. In 1991, school boards that are spending in excess of the benchmark figure of $13 per elementary school pupil on textbooks will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $15 per elementary school pupil.

b) Secondary. In 1991, school boards that are spending in excess of the benchmark figure of $22 per secondary school pupil on textbooks (excluding those for Ontario Academic Courses) will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $12 per secondary school pupil.

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2. Manuels scolaires pour les cours préuniversitaires de l'Ontario

Le paragraphe 4 de l'article 7 du Règlement 262, Règlements refondus de l'Ontario de 1980, tel qu'il a été modifié, oblige les conseils scolaires à mettre gratuitement à la disposition de tous les élèves inscrits dans les écoles de jour qu'ils administrent, y compris les élèves inscrits aux cours préuniversitaires de l'Ontario, les manuels dont ils ont besoin.

Une subvention spéciale continuera d'être accordée aux conseils scolaires en 1991, par le biais des subventions générales, pour les aider à fournir des manuels scolaires aux élèves inscrits aux cours préuniversitaires de l'Ontario. Le ministère fournira à cette fin 2,3 millions de dollars. Le calcul de cette subvention se fera comme suit : les dépenses du conseil scolaire jusqu'à concurrence de 5 $ par élève du palier secondaire et ce, pour l'achat de manuels scolaires relatifs aux cours préuniversitaires de l'Ontario, seront admissibles à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau).

Il ne sera plus possible d'obtenir une subvention pour l'achat de matériel d'apprentissage destiné aux élèves des cycles primaire et moyen par le biais d'un programme d'encouragement à l'achat de matériel d'apprentissage. Conformément à la politique visant l'incorporation du financement des programmes de longue date dans la subvention de base par élève, la subvention accordée pour l'achat de matériel d'apprentissage destiné aux élèves des cycles primaire et moyen sera incluse dans la subvention de base par élève à compter de 1991. Un conseil scolaire aura droit à 17 $ par élève du palier élémentaire en 1991.

2. Textbooks for Ontario Academic Courses

Subsection 4 of section 7 of Regulation 262, Revised Regulations of Ontario, 1980, as amended, requires school boards to provide textbooks without charge for all students enrolled in day schools operated by the board, including students enrolled in Ontario Academic Courses.

The special grant to assist school boards in providing textbooks for students enrolled in Ontario Academic Courses will be continued in 1991. The ministry will provide $2.3 million for this purpose. The grant will be calculated as follows: school board expenditures of up to $5 per secondary school pupil for the purchase of texts for Ontario Academic Courses will be eligible for additional grants through the General Legislative Grants. Grants will be paid at the board's rate of grant for recognized extraordinary expenditures (first level).

Funding for the purchase of student learning materials for the Primary and Junior Divisions will no longer be provided through a funding incentive program. In keeping with the policy of incorporating funding for long-standing programs into the basic per-pupil grant, funding for the purchase of Primary and Junior learning materials will be included in the basic per-pupil grant starting in 1991. The amount available to a school board will be $17 per elementary school pupil in 1991.

Ministère
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Politique/Programmes
Note nº 106

Date d'émission : Le 31 mai 1991

En vigueur : Jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENCOURAGEMENT À L'ACHAT DE MATÉRIEL D'APPRENTISSAGE, 1991

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

Référence : Cette note remplace la note Politique/Programmes nº 106 du 31 mai 1990.

Les programmes suivants d'encouragement à l'achat de matériel d'apprentissage pour les écoles se poursuivront en 1991.

1. Subventions pour l'achat de manuels scolaires

En 1991, le ministère affectera 15,9 millions de dollars aux conseils scolaires, par le biais des subventions générales, pour l'achat de manuels énumérés dans la Circulaire 14. Manuels scolaires ou approuvés par les conseils scolaires conformément à l'article 3(b) des pages préliminaires de la Circulaire 14.

Les subventions supplémentaires seront calculées comme suit :

a) Élémentaire. En 1991, les conseils scolaires qui dépensent plus de 13 $ (montant repère) par élève du palier élémentaire pour l'achat de manuels scolaires auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible aux fins de la subvention sera de 15 $ par élève du palier élémentaire.

b) Secondaire. En 1991, les conseils scolaires qui dépensent plus de 22 $ (montant repère) par élève du palier secondaire pour l'achat de manuels scolaires (à l'exception des manuels requis pour les cours préuniversitaires de l'Ontario) auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible aux fins de la subvention sera de 12 $ par élève du palier secondaire.

Ministry
of
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Issued under the authority
of the Deputy Minister
of Education

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Policy/Program Memorandum No. 106

Date of Issue: May 31, 1990

Effective: Until revoked or modified

Subject: LEARNING MATERIALS FUNDING INCENTIVE PROGRAMS, 1990

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 106, April 28, 1989.

The following funding incentive programs related to learning materials for use in schools will continue in 1990. The ministry expects that these five programs will help school boards provide a wide range of high-quality learning materials for use by students in their schools. For further information on these programs, consult the 1990 General Legislative Grants Regulation.

1. Learning Materials and In-service Funding Program for the Implementation of the New Science Guideline for the Intermediate Division

The ministry will make funds available in 1990 for the purpose of providing support for the implementation of the new science curriculum guideline for courses in Grades 7 to 10. In 1990, $5.2 million will be provided by the province through the General Legislative Grants on a per-pupil basis at 100 per cent funding and is equivalent to approximately $10 for each Intermediate Division student.

These funds are provided to meet needs in the following areas:

a) the in-service and professional development of teachers of science (including measures to increase girls' interest in science)

b) the acquisition of print and non-print learning resources for the science program (excluding textbooks)

c) the acquisition of laboratory equipment, supplies, and safety devices

d) the renewal or acquisition of work and display tables and storage facilities

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370.9713
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2. Purchase of Educational Software

In 1990, the ministry will make $4.9 million available for the purchase of educational software to support the use of the wide range of microcomputers currently installed in schools. A committee of school board representatives will negotiate with commercial vendors on behalf of school boards with a view to providing school boards with information on some of the software available for licensing. Further details on this program, including the formula for funding distribution, will be available to all school boards in the near future.

3. Student Learning Materials for the Primary and Junior Divisions

In 1990, $20.2 million will be provided by the province through the General Legislative Grants for the purpose of purchasing print and non-print student resources, excluding textbooks, workbooks, computer hardware and software, and assessment materials. The following are examples of such learning materials:

- print materials: maps, charts, storybooks, picture books, reference books, pictures, and posters
- non-print materials: puzzles, videotapes, building blocks, measuring devices, scales, models, seriating materials, cameras, balances, and weather instruments

The amount available to a school board will be $17 per pupil multiplied by the number of full-time-equivalent elementary (JK-8) pupils enrolled in schools operated by the board; it is funded 100 per cent by the province. School boards will be requested to report on the expenditure of these funds.

4. Textbook Funding Incentive

In 1990, grants totalling $17.9 million will be provided to school boards through the General Legislative Grants for the purchase of textbooks listed in Circular 14 Textbooks or approved by local school boards as described in section 3(b) of the preliminary pages of Circular 14.

Additional grants will be calculated as follows:

a) Elementary: In 1990, school boards that are spending in excess of the benchmark figure of $13 per elementary pupil on textbooks will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $15 per elementary school pupil.

palier élémentaire pour l'achat de manuels scolaires auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible aux fins de la subvention sera de 15 $ par élève du palier élémentaire.

b) Secondaire : En 1990, les conseils scolaires qui dépenseront plus de 22 $ (montant repère) par élève du palier secondaire pour l'achat de manuels scolaires (à l'exception des manuels requis pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures) auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible aux fins de la subvention sera de 12 $ par élève du palier secondaire.

5. Manuels scolaires pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures

Le paragraphe 4 de l'article 7 du Règlement 262, Règlements refondus de l'Ontario de 1980, tel qu'il a été modifié, oblige les conseils scolaires à mettre gratuitement à la disposition de tous les élèves inscrits dans les écoles de jour qu'ils administrent, les manuels dont ils ont besoin, y compris aux élèves inscrits aux cours préuniversitaires de l'Ontario et aux cours préparant au diplôme d'études secondaires supérieures.

Une subvention spéciale continuera d'être accordée aux conseils scolaires en 1990, par le biais des subventions générales, pour les aider à fournir des manuels scolaires aux élèves inscrits aux cours préuniversitaires de l'Ontario et aux cours préparant au diplôme d'études secondaires supérieures. Le ministère fournira à cette fin 2,3 millions de dollars. Le calcul de cette subvention se fera comme suit : les dépenses du conseil scolaire jusqu'à concurrence de 5 $ par élève du palier secondaire et ce, pour l'achat de manuels scolaires relatifs aux cours préuniversitaires de l'Ontario ou aux cours préparant au diplôme d'études secondaires supérieures, y seront admissibles, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau).

b) Secondary: In 1990, school boards that are spending in excess of the benchmark figure of $22 per secondary school pupil on textbooks (excluding those for Ontario Academic Courses and/or for courses leading to the Secondary School Honour Graduation Diploma) will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $12 per secondary school pupil.

5. Texts for Ontario Academic Courses and/or Secondary School Honour Graduation Courses

Subsection 4 of section 7 of Regulation 262, Revised Regulations of Ontario 1980, as amended, requires school boards to provide textbooks without charge for all students enrolled in day schools operated by the board, including students enrolled in Ontario Academic Courses and/or courses leading to a Secondary School Honour Graduation Diploma.

The special grant to assist school boards in providing textbooks for students enrolled in Ontario Academic Courses and/or courses leading to a Secondary School Honour Graduation Diploma will be continued in 1990. The ministry will provide $2.3 million for this purpose. The grant will be calculated as follows: school board expenditure up to $5 per secondary school pupil for the purchase of texts for Ontario Academic Courses and/or courses leading to the Secondary School Honour Graduation Diploma will be eligible for additional grants through the General Legislative Grants. Grants will be paid at the board's rate of grant for recognized extraordinary expenditures (first level).

d) l'achat ou le remplacement de tables de travail et d'exposition et d'installations de rangement.

2. Achat de didacticiels

En 1990, le ministère allouera 4,9 millions de dollars à l'achat de didacticiels pouvant être utilisés sur les nombreux micro-ordinateurs que possèdent actuellement les écoles. Un comité composé de personnes représentant les conseils scolaires entreprendra des négociations auprès des fournisseurs, au nom des conseils scolaires, afin de renseigner ces derniers sur les logiciels dont ils pourraient obtenir le droit d'utilisation. Les conseils scolaires recevront sous peu de plus amples détails à ce sujet, ainsi que sur la formule utilisée pour répartir les subventions.

3. Matériel d'apprentissage pour les élèves des cycles primaire et moyen

En 1990, la province octroiera 20,2 millions de dollars, par le biais des subventions générales, pour l'achat de ressources imprimées et autres à l'intention des élèves, à l'exclusion des manuels scolaires, cahiers d'exercice, ordinateurs et logiciels et du matériel d'évaluation. En voici quelques exemples :

- matériel imprimé : cartes, graphiques, livres d'histoires ou d'images, ouvrages de référence, photographies et affiches;
- matériel non imprimé : casse-tête, bandes vidéo, cubes, instruments de mesure, échelles, modèles, éléments de série, caméras, balances et instruments météorologiques.

Un conseil scolaire recevra un montant correspondant à 17 $ par élève, multiplié par l'équivalent à temps plein du nombre d'élèves du palier élémentaire (maternelle-8^{e} année) inscrits dans les écoles qu'il administre. Il s'agit d'une subvention de 100 pour 100, et les conseils scolaires seront tenus de rendre compte de son affectation.

4. Subventions pour l'achat de manuels scolaires

En 1990, le ministère allouera 17,9 millions de dollars aux conseils scolaires, par le biais des subventions générales, pour l'achat de manuels énumérés dans la Circulaire 14, Manuels scolaires ou approuvés par les conseils scolaires conformément à l'article 3(b) des pages préliminaires de la Circulaire 14.

Des subventions supplémentaires seront calculées comme suit :

a) Élémentaire : En 1990, les conseils scolaires qui dépenseront plus de 13 $ (montant repère) par élève du

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Politique/Programmes
Note n° 106

ARCH 08580

Date d'émission : Le 31 mai 1990

En vigueur : jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENCOURAGEMENT À L'ACHAT DE MATÉRIEL D'APPRENTISSAGE, 1990

À l'attention des : Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Référence : Cette note remplace la note Politique/Programmes n° 106 du 28 avril 1989.

Les programmes suivants d'encouragement à l'achat de matériel d'apprentissage pour les écoles se poursuivront en 1990. Le ministère espère que grâce aux cinq programmes en question, les conseils scolaires pourront continuer d'offrir aux élèves de leurs écoles du matériel d'apprentissage varié et d'excellente qualité. Pour plus de renseignements sur ces programmes, veuillez consulter le Règlement sur les subventions générales de 1990.

1. Programme de subventions pour l'achat de matériel d'apprentissage et la prestation de services au personnel enseignant, dans le cadre de la mise en oeuvre du nouveau programme-cadre de sciences au cycle intermédiaire

   Le ministère allouera des fonds en 1990 pour faciliter la mise en oeuvre du nouveau programme-cadre de sciences de la 7e à la 10e année. À cette fin, la province versera 5,2 millions de dollars par le biais des subventions générales; ces subventions de 100 pour 100 seront calculées sur la base de chaque élève et équivaudront à environ 10 $ pour chaque élève du cycle intermédiaire.

   Les fonds ainsi attribués permettront de répondre aux besoins qui se font sentir dans les domaines suivants :

   a) la formation en cours d'emploi et le perfectionnement professionnel du personnel enseignant chargé de l'enseignement des sciences (y compris la stimulation de l'intérêt des filles envers les sciences);

   b) l'acquisition de matériel imprimé et autre pour l'apprentissage des sciences (à l'exception des manuels scolaires);

   c) l'acquisition de matériel de laboratoire, de fournitures et de dispositifs de sécurité;

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 106

Date of Issue: April 28, 1989 Effective: Until revoked or modified

Subject: LEARNING MATERIALS FUNDING INCENTIVE PROGRAMS, 1989

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 106, March 31, 1988.

The following funding incentive programs related to learning materials for use in schools will continue in 1989. The ministry expects that these five programs will help school boards provide a wide range of high-quality learning materials for use by students in their schools. For further information on these programs, consult the 1989 General Legislative Grants Regulation.

1. Learning Materials and In-service Funding Program for the Implementation of the New Science Guideline for the Intermediate Division

   The ministry will make funds available in 1989 for the purpose of providing support for the implementation of the new science curriculum guideline for courses in Grades 7 to 10. In 1989, $5.2 million will be provided by the province through the General Legislative Grants on a per-pupil basis at 100 per cent funding, and is equivalent to approximately $10 for each Intermediate Division student.

   These funds are provided to meet needs in the following areas:

   a) the in-service and professional development of teachers of science (including measures to increase girls' interest in science);

   b) the acquisition of print and non-print learning resources for the science program (excluding textbooks);

   c) the acquisition of laboratory equipment, supplies, and safety devices;

   d) the renewal or acquisition of work and display tables and storage facilities.

2. Purchase of Educational Software

   In 1989, the ministry will make $6 million available for the purchase of ready-made educational software to support the use

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of the wide range of microcomputers currently installed in schools. A committee of school board representatives will identify good-quality materials (of Canadian origin, where possible) that would be suitable for licensing. Further details on this program, including the formula for funding distribution, will be available to all boards in the near future.

3. Student Learning Materials for the Primary and Junior Divisions

In 1989, $12.5 million will be provided by the province through the General Legislative Grants for the purpose of purchasing learning materials (e.g., manipulative instructional equipment, maps, measuring devices, geometric shapes, and reference books) for use by students in the Primary and Junior Divisions. The amount available to a school board will be $11 per pupil multiplied by the number of full-time equivalent elementary (JK-8) pupils enrolled in schools operated by the board, and is funded 100 per cent by the province. School boards will be requested to report on the expenditure of these funds.

4. Textbook Funding Incentive

In 1989, grants totalling $15.6 million will be provided to school boards through the General Legislative Grants for the purchase of textbooks listed in Circular 14 or approved by local school boards as described in section 3(b) of the preliminary pages of Circular 14.

Additional grants will be calculated as follows:

a) Elementary: In 1989, school boards that are spending in excess of the benchmark figure of $13 per elementary pupil on textbooks will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $13 per elementary school pupil.

b) Secondary: In 1989, school boards that are spending in excess of the benchmark figure of $22 per secondary school pupil on textbooks (excluding those for Ontario Academic Courses and/or for courses leading to the Secondary School Honour Graduation Diploma) will be eligible for an additional grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $10 per secondary school pupil.

5. Texts for Ontario Academic Courses and/or Secondary School Honour Graduation Courses

Subsection 4 of section 7 of Regulation 262, "Elementary and Secondary Schools and Schools for Trainable Retarded

(premier niveau). Le montant maximum admissible aux fins de la subvention sera de 10 $ par élève du palier secondaire.

5. Manuels scolaires pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures

Le paragraphe 7(4) du Règlement 262, «Écoles élémentaires et secondaires et écoles pour élèves déficients moyens - Dispositions générales» oblige les conseils scolaires à mettre gratuitement à la disposition de tous les élèves inscrits dans les écoles de jour qu'ils administrent, les manuels dont ils ont besoin, y compris aux élèves inscrits aux cours préuniversitaires de l'Ontario et aux cours préparant au diplôme d'études secondaires supérieures.

Une subvention spéciale continuera d'être accordée aux conseils scolaires en 1989, par le biais des subventions générales, pour les aider à fournir des manuels scolaires aux élèves inscrits aux cours préuniversitaires de l'Ontario et aux cours préparant au diplôme d'études secondaires supérieures. Le ministère fournira à cette fin 4.6 millions de dollars. Le calcul de cette subvention se fera comme suit : les dépenses du conseil scolaire jusqu'à concurrence de 10 $ par élève du palier secondaire et ce, pour l'achat de manuels scolaires relatifs aux cours préuniversitaires de l'Ontario ou aux cours préparant au diplôme d'études secondaires supérieures, y seront admissibles, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau).

Pupils - General", requires school boards to provide textbooks without charge for all students enrolled in day schools operated by the board, including students enrolled in Ontario Academic Courses and/or courses leading to a Secondary School Honour Graduation Diploma.

The special grant to assist school boards in providing textbooks for students enrolled in Ontario Academic Courses and/or courses leading to a Secondary School Honour Graduation Diploma will be continued in 1989. The ministry will provide $4.6 million for this purpose. The grant will be calculated as follows: school board expenditure up to $10 per secondary school pupil for the purchase of texts for Ontario Academic Courses and/or courses leading to the Secondary School Honour Graduation Diploma will be eligible for additional grants through the General Legislative Grants. Grants will be paid at the board's rate of grant for recognized extraordinary expenditures (first level).

2. Achat de didacticiels

En 1989, le ministère allouera 6 millions de dollars pour l'achat de didacticiels prêts à être utilisés sur les nombreux micro-ordinateurs que possèdent actuellement les écoles. Un comité composé de représentants des conseils scolaires déterminera quels sont les produits de bonne qualité (si possible, d'origine canadienne) qui pourront être autorisés. Les conseils scolaires recevront sous peu de plus amples détails à ce sujet, ainsi que sur la formule utilisée pour répartir les subventions.

3. Matériel d'apprentissage pour les élèves des cycles primaire et moyen

En 1989, le ministère de l'Éducation octroiera 12.5 millions de dollars, par le biais des subventions générales, pour l'achat de matériel d'apprentissage (matériel de manipulation, cartes, instruments de mesure, formes géométriques, ouvrages de référence, etc.) destiné aux élèves des cycles primaire et moyen. Un conseil scolaire recevra un montant correspondant à environ 10 $ par élève, multiplié par l'équivalent à temps plein du nombre d'élèves du palier élémentaire (maternelle-8^e année) inscrits dans les écoles qu'il administre. Il s'agit d'une subvention de 100 pour 100, et les conseils scolaires seront tenus de rendre compte de son affectation.

4. Subventions pour l'achat de manuels scolaires

En 1989, le ministère allouera 15.6 millions de dollars aux conseils scolaires, par le biais des subventions générales, pour l'achat de manuels compris dans la Circulaire 14 ou approuvés par les conseils scolaires conformément à l'article 3(b) des pages préliminaires de la Circulaire 14.

Des subventions supplémentaires seront calculées comme suit :

a) Élémentaire : En 1989, les conseils scolaires qui dépenseront plus de 13 $ (montant repère) par élève du palier élémentaire pour l'achat de manuels scolaires auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible aux fins de la subvention sera de 13 $ par élève du palier élémentaire.

b) Secondaire : En 1989, les conseils scolaires qui dépenseront plus de 22 $ (montant repère) par élève du palier secondaire pour l'achat de manuels scolaires (à l'exception des manuels requis pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures) auront droit à une subvention supplémentaire, au taux de subvention du conseil au titre des dépenses extraordinaires approuvées

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Ministère
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Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note nº 106

Date d'émission : Le 28 avril 1989 **En vigueur :** jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENCOURAGEMENT À L'ACHAT DE MATÉRIEL D'APPRENTISSAGE, 1989

À l'attention des : Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Référence : Cette note remplace la note Politique/Programmes nº 106 du 31 mars 1988.

Les programmes suivants d'encouragement à l'achat de matériel d'apprentissage pour les écoles se poursuivront en 1989. Le ministère espère que grâce aux 5 programmes en question, les conseils scolaires pourront continuer d'offrir aux élèves de leurs écoles du matériel d'apprentissage varié et d'excellente qualité. Pour plus de renseignements sur ces programmes, veuillez consulter le Règlement sur les subventions générales de 1989.

1. Programme de subventions pour l'achat de matériel d'apprentissage et la prestation de services aux enseignants, dans le cadre de la mise en oeuvre du nouveau programme-cadre de sciences au cycle intermédiaire

   Le ministère allouera des fonds en 1989 pour faciliter la mise en oeuvre du nouveau programme-cadre de sciences de la 7e à la 10e année. À cette fin, la province versera 5.2 millions de dollars par le biais des subventions générales; ces subventions de 100 pour 100 seront calculées sur la base de chaque élève et équivaudront à environ 10 $ pour chaque élève du cycle intermédiaire.

   Les fonds ainsi attribués permettront de répondre aux besoins qui se font sentir dans les domaines suivants :

   a) la formation en cours d'emploi et le perfectionnement professionnel des enseignants chargés de l'enseignement des sciences (y compris la stimulation de l'intérêt des filles envers les sciences);

   b) l'acquisition de matériel imprimé et autre pour l'apprentissage des sciences (à l'exception des manuels scolaires);

   c) l'acquisition de matériel de laboratoire, de fournitures et de dispositifs de sécurité;

   d) l'achat ou le remplacement de tables de travail et d'exposition et d'installations de rangement.

Education
Ontario

of Education

Memorandum
No. 106

Date Of Issue: March 31, 1988

Effective: Until modified or revoked

Subject: LEARNING MATERIALS FUNDING INCENTIVE PROGRAMS, 1988

Application: Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 103, "Termination of the Book Purchase Plan", January 27, 1988

The following funding incentive programs related to learning materials for use in schools will begin in 1988. The ministry expects that these five programs will help school boards continue to provide a wide range of high-quality learning materials for use by students in their schools. For further information on these programs, consult the 1988 General Legislative Grants Regulation.

1. Learning Materials and In-service Funding Program for the Implementation of the New Science Guideline for the Intermediate Division

   The ministry will make funds available for the next three years for the purpose of providing support for the implementation of the new science curriculum guideline for courses in Grades 7 to 10. In 1988, $3 million will be provided by the province through the General Legislative Grants on a per-pupil basis at 100% funding.

   These funds are provided to meet needs in the following areas:

   i) the in-service and professional development of teachers of science (including measures to increase interest in science on the part of girls);

   ii) the acquisition of print and non-print learning resources for the science program (excluding textbooks);

   iii) the acquisition of laboratory equipment, supplies, and safety devices;

   iv) the renewal or acquisition of work and display tables and storage facilities.

   To implement this initiative, school boards will be invited to submit a three-year plan. Further details on this program will be distributed to all school boards in the near future.

2. Purchase of Educational Software

   The ministry will make funds available for the next three years for the purchase of ready-made educational software to support

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the use of the wide range of microcomputers currently installed in schools. In 1988, $3 million will be made available to school boards. This funding will be distributed in such a way that all boards across the province will receive equal treatment. A central committee of school board representatives will be created to identify good-quality materials (of Canadian origin, where possible) which would be suitable for bulk purchase or for provincial licensing. Further details on this program will be distributed to all boards in the near future.

3. Student Learning Materials for the Primary and Junior Divisions

Special grants will be made available by the Ministry of Education over the next three years for the purpose of purchasing learning materials (e.g., manipulative instructional equipment, maps, measuring devices, geometric shapes, and reference books) for use by students in the Primary and Junior Divisions. In 1988, $6 million will be provided by the province through the General Legislative Grants on a per-pupil basis at 100% funding. Further details on this program will be distributed to all boards in the near future.

4. Textbook Funding Incentive

The ministry will make funds available for the next five years for the purchase of textbooks. In 1988, a grant of $10 million will be made to school boards through the General Legislative Grants for the purchase of textbooks listed in Circular 14 or approved by local school boards as described in section 3(b) of the preliminary pages of Circular 14.

In 1988, school boards that are spending in excess of $22 per pupil on textbooks (excluding those for Ontario Academic Courses and/or for courses leading to the Secondary School Honour Graduation Diploma) will be eligible for an additional grant. Grants will be calculated as follows: funds spent in excess of the benchmark figure of $22 per pupil will be eligible for a grant at the board's rate of grant for recognized extraordinary expenditures (first level). The maximum amount eligible for grant will be $8 per pupil.

5. Texts for Ontario Academic Courses and/or Secondary School Honour Graduation Courses

The Ministry of Education intends to amend subsection 4 of section 7 of Regulation 262, "Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General", in time for the school year 1988-89. The change will require school boards to provide textbooks without charge for all students enrolled in day schools operated by the board, including students enrolled in Ontario Academic Courses and/or courses leading to a Secondary School Honour Graduation Diploma.

secondaires et écoles pour élèves déficients moyens - Dispositions générales», avant le début de l'année scolaire 1988-1989. Ce changement obligera les conseils scolaires à mettre gratuitement à la disposition de tous les élèves inscrits dans les écoles de jour qu'ils administrent, les manuels dont ils ont besoin, y compris aux élèves inscrits aux cours préuniversitaires de l'Ontario et aux cours préparant au diplôme d'études secondaires supérieures.

Une subvention spéciale de démarrage sera également accordée aux conseils scolaires pendant une année seulement, et ce par le biais des subventions générales, pour l'achat initial de ces manuels scolaires. À cette fin, le ministère fournira, en 1988, la somme de 6.8 millions de dollars. Le calcul de cette subvention se fera comme suit : les dépenses des conseils scolaires jusqu'à concurrence de 15 $ par élève du palier secondaire et ce, pour l'achat de manuels scolaires relatifs aux cours préuniversitaires de l'Ontario ou aux cours préparant au diplôme d'études secondaires supérieures, y seront admissibles au taux de la subvention à laquelle ils ont droit au titre des dépenses extraordinaires approuvées (premier niveau).

Les enseignants peuvent, relativement à l'année scolaire 1988-1989, choisir des manuels scolaires de la liste 5 de la *Circulaire 14* ou en sélectionner d'autres en consultation avec le directeur ou la directrice de leur école et sous réserve de l'approbation de leur conseil scolaire. Par la suite, ce choix devra se restreindre aux manuels qui figureront sur la liste 5 ou qui seront approuvés par le conseil scolaire, conformément à l'article 3(b) des pages préliminaires de la *Circulaire 14*. Les manuels choisis en 1988-1989 continueront toutefois d'être considérés comme des manuels approuvés jusqu'à ce qu'ils aient besoin d'être remplacés.

A special start-up grant for one year only will be made available to school boards for the initial purchase of these texts. The ministry will provide $6.8 million in 1988 for this purpose. The grant will be calculated as follows: school board expenditure up to $15 per secondary school pupil for the purchase of texts for Ontario Academic Courses and/or courses leading to the Secondary School Honour Graduation Diploma will be eligible for additional grants through the General Legislative Grants. Grants will be paid at the board's rate of grant for recognized extraordinary expenditures (first level).

For the school year 1988-89, teachers can select textbooks from schedule 5 of *Circular 14* or can make other choices, in consultation with their principals and subject to the approval of the local school boards. In subsequent school years, selections will be restricted to those books listed on schedule 5 or approved by local school boards as described in section 3(b) of the preliminary pages of *Circular 14*. Selections made in 1988-89, however, will continue to be regarded as approved textbooks until replacements are required.

2. Achat de didacticiels

Le ministère allouera des fonds au cours des 3 prochaines années pour l'achat de didacticiels prêts à être utilisés sur les nombreux micro-ordinateurs que possèdent actuellement les écoles. En 1988, la somme de 3 millions de dollars sera mise à la disposition de tous les conseils scolaires de la province, et elle sera répartie également entre eux. Un comité central, composé de représentants des conseils scolaires, sera formé pour déterminer quels sont les produits de bonne qualité (si possible, d'origine canadienne) qui pourront être achetés en grosses quantités ou autorisés dans toute la province. Les conseils scolaires recevront tous, sous peu, de plus amples détails à ce sujet.

3. Matériel d'apprentissage pour les élèves des cycles primaire et moyen

Le ministère de l'Éducation octroiera des subventions spéciales au cours des 3 prochaines années pour l'achat de matériel d'apprentissage (matériel de manipulation, cartes, instruments de mesure, formes géométriques, ouvrages de référence, etc.) destiné aux élèves des cycles primaire et moyen. En 1988, la province allouera à cette fin 6 millions de dollars, par le biais des subventions générales, sur une base par élève pour une subvention de 100 pour 100. Les conseils scolaires recevront tous, sous peu, de plus amples détails à ce sujet.

4. Subventions pour l'achat de manuels scolaires

Le ministère allouera des fonds au cours des 5 prochaines années pour l'achat de manuels scolaires. En 1988, un total de 10 millions de dollars sera accordé aux conseils scolaires, par le biais des subventions générales, pour l'achat de manuels compris dans la Circulaire 14 ou approuvés par les conseils scolaires conformément à l'article 3(b) des pages préliminaires de la Circulaire 14.

En 1988, les conseils scolaires qui dépenseront plus de 22 $ par élève pour l'achat de manuels scolaires (à l'exception des manuels requis pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures) auront droit à une subvention supplémentaire. Le calcul de cette subvention se fera comme suit : les sommes qui dépasseront 22 $ (montant repère pour chaque élève) y seront admissibles au taux de la subvention à laquelle les conseils ont droit relativement aux dépenses extraordinaires approuvées (premier niveau). Le montant maximum admissible au titre de la subvention sera de 8 $ par élève.

5. Manuels scolaires pour les cours préuniversitaires de l'Ontario et pour les cours préparant au diplôme d'études secondaires supérieures

Le ministère de l'Éducation a l'intention de modifier le paragraphe 7(4) du Règlement 262, «Écoles élémentaires et

NOTES

Ministère de l'Éducation
Ontario

Directives émanant du sous-ministre de l'Éducation

Politique/Programmes Note nº 106

Date d'émission : le 31 mars 1988 — En vigueur : jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENCOURAGEMENT À L'ACHAT DE MATÉRIEL D'APPRENTISSAGE, 1988

À l'attention des : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

Référence : La note Politique/Programmes nº 103, «Cessation du plan d'achat de livres», du 27 janvier 1988.

Les programmes suivants d'encouragement à l'achat de matériel d'apprentissage pour les écoles entreront en vigueur en 1988. Le ministère espère que grâce aux 5 programmes en question, les conseils scolaires pourront continuer d'offrir aux élèves de leurs écoles du matériel d'apprentissage varié et d'excellente qualité. Pour plus de renseignements sur ces programmes, veuillez consulter le Règlement sur les subventions générales de 1988.

1. Programme de subventions pour l'achat de matériel d'apprentissage et la prestation de services aux enseignants, dans le cadre de la mise en oeuvre du nouveau programme-cadre de sciences au cycle intermédiaire

Le ministère allouera des fonds au cours des 3 prochaines années pour faciliter la mise en oeuvre du nouveau programme-cadre de sciences de la 7^{e} à la 10^{e} année. En 1988, la province versera à cette fin 3 millions de dollars, par le biais des subventions générales; ces subventions de 100 pour 100 seront calculées sur la base de chaque élève.

Les fonds ainsi attribués permettront de répondre aux besoins qui se font sentir dans les domaines suivants :

i) la formation en cours d'emploi et le perfectionnement professionnel des enseignants chargés de l'enseignement des sciences (y compris la stimulation de l'intérêt des jeunes filles envers les sciences);

ii) l'acquisition de matériel imprimé et autre pour l'apprentissage des sciences (à l'exception des manuels scolaires);

iii) l'acquisition de matériel de laboratoire, de fournitures et de dispositifs de sécurité;

iv) l'achat ou le remplacement de tables de travail et d'installations de rangement.

Les conseils scolaires sont invités à soumettre un plan triennal pour la mise en oeuvre de ce programme. Ils recevront tous, sous peu, de plus amples détails à ce sujet.

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Ministry
of
Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum
No. 107

Revoked August
24/04

Date of Issue: May 2, 1988

Effective: Until revoked
or modified

Subject: REDUCTION OF CLASS SIZE IN GRADES 1 AND 2

Application: Chairpersons of School Boards
Directors of Education
Superintendents of Education
Principals

Introduction

Chris Ward, Minister of Education, has announced that, to improve the quality of a child's education in the early years, class size in Grades 1 and 2 will be reduced. This memorandum provides the rationale and expectations that underlie implementation of this objective and addresses the funding arrangements.

Rationale

It is believed that smaller classes in Grades 1 and 2 will benefit the children, parents, and teachers.

Children in smaller classes have more opportunity to realize their learning potential. Since more time is available to teachers, they can provide each child with more personalized and varied learning experiences. With the increased communication, children can more easily learn new and traditional basic skills. In addition, more immediate feedback from the teacher and the other children encourages students to learn.

Parents will receive more specific information about their child's progress since teachers will be more familiar with each child's achievement. Also, parents who are concerned that classes are too large may gain greater confidence in the school system as a result of this initiative.

Teachers will be able to modify learning opportunities to meet the children's needs. The smaller class size should also allow teachers more opportunity to initiate new strategies and to introduce and integrate new technologies and learning materials.

Reduction of class size in Grades 1 and 2 is one initiative to improve the quality of a child's education in the early years. Other initiatives, closely linked to this one, are: assessment of student achievement and reporting to parents; the learning-skills projects; increased availability of child care; and provision of additional financial resources for computers, software, and learning materials. These Ministry of Education initiatives, together with school board programs designed to recognize local needs, will form an integral part of the ongoing emphasis on the education and well-being of young children.

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Implementation

By September 1990, a school board's average class size for Grades 1 and 2 will be 20 pupils per regular Grade 1 and 2 classroom teacher. A regular classroom teacher is a teacher who spends most of the day teaching a Grade 1 or 2 class. The definition does not include non-teaching principals and vice-principals, specialist teachers, or non-teaching personnel.

A school board's average class size is calculated by taking the number of pupils registered in Grades 1 and 2 in the school board and dividing it by the number of regular classroom teachers, or portion thereof, employed by the school board and assigned to teach Grades 1 and 2. Any class with Grade 1 or 2 pupils registered in it will be deemed a Grade 1 or 2 class and subject to the class-size reduction, although funding is provided solely for the Grade 1 or 2 pupils registered in the class. Pupils in special education classes, as described in Regulation 262, section 35, are not to be included in such calculations.

Provincial class-size targets are established and school boards are expected to reduce class size over a three-year period beginning in September 1988. For the school year 1988-89, the school board average class-size target for Grades 1 and 2 will be 24.60 pupils per regular classroom teacher; by 1989-90, 22.00 pupils per regular classroom teacher; and by September 1990, 20.00 pupils per regular classroom teacher. Following analysis of data collected by the Ministry of Education, it has been decided to set a school board average class size of 28.20 as the starting point from which to implement the funding for reducing class size.

Consideration will be given to school boards who have already invested in class-size reduction in their elementary schools. In each year, school boards that have reached the provincial class-size target are required to devote the funds to elementary programs that contribute to improving Primary and Junior education.

School boards that are unable to reduce their average class sizes, and that therefore exceed the provincial targets, will have the grants pro-rated.

Funding

The funding formula, detailed in the financial memorandum describing the 1988 General Legislative Grants, provides an allocation for the four-month period, September to December 1988. A proportionate amount for the remainder of the 1988-89 school year will be reflected in the 1989 General Legislative Grants.

The grant payable to a school board in 1988 is based on a per-pupil grant of $222, pro-rated for the four-month period in 1988. The grant is calculated by multiplying the number of pupils registered in Grades 1 and 2 in the school board by .4, to cover the four-month period, and then by $222.

Subventions

La formule utilisée pour calculer les subventions, qui est expliquée en détail dans la note d'information financière sur les subventions générales de 1988, prévoit l'allocation d'une subvention pour la période de 4 mois allant de septembre à décembre 1988. Un montant proportionnel sera prévu dans les subventions générales de 1989, pour le reste de l'année scolaire 1988-1989.

La subvention que recevra un conseil scolaire en 1988 sera basée sur un montant de 222 $ par élève et calculée en proportion de la période de septembre à décembre 1988. Le nombre d'élèves inscrits dans les classes de 1re et de 2e année du conseil scolaire sera multiplié par 0,4, pour couvrir la période de quatre mois, puis par 222 $.

Compte rendu

Les conseils scolaires informeront le ministère de l'Éducation qu'ils ont réussi à réduire l'effectif de leurs classes conformément aux objectifs fixés à l'échelle de la province et ce, par le biais d'une nouvelle section du Rapport de septembre des écoles.

Les conseils scolaires qui auront atteint les objectifs fixés à l'échelle de la province avant la date prévue préciseront, dans le Rapport de septembre des écoles, comment ils ont utilisé les subventions leur ayant été accordées de façon à améliorer l'enseignement dispensé aux cycles primaire et moyen. Ils feront, le cas échéant, l'objet d'une vérification par les bureaux régionaux.

Planification

La réduction de l'effectif des classes de 1re et de 2e année à une moyenne de 20 élèves par enseignant ou enseignante constitue un défi pour les conseils scolaires. Chaque conseil devrait analyser ses programmes de 1re et de 2e année afin de déceler les besoins qui s'y font sentir, puis planifier la réduction de l'effectif des classes touchées. Ce plan devrait permettre aux directeurs d'école et aux enseignants d'explorer de nouvelles méthodes pédagogiques pouvant enrichir les programmes offerts aux élèves de 1re et de 2e année.

Autres renseignements

Les conseils scolaires qui élaborent un plan en vue de réduire l'effectif de leurs classes de 1re et de 2e année peuvent obtenir de l'aide ou des conseils en s'adressant aux bureaux régionaux du ministère de l'Éducation, ou bien de plus amples renseignements en s'adressant au Centre de l'éducation de la petite enfance et de l'enseignement à l'élémentaire.

Reporting

School boards shall report their compliance with the provincial class-size targets to the Ministry of Education through a new section in the September School Report.

School boards that have achieved the provincial class-size targets prior to the required date shall report through the September School Report the manner in which the funds were allocated to improve Primary and Junior education. School boards may be subject to an audit by the regional offices.

Leadership

Implementation of the reduction of class size in Grades 1 and 2 to a school board average class size of 20 pupils per teacher is a challenge. Each school board should analyse its Grade 1 and 2 programs to determine the areas of need, and plan for the implementation of the reduction of class size. The plan should include opportunities for principals and teachers to explore new teaching strategies to develop further understanding and skills for enhanced programs for children in Grades 1 and 2.

Further Information

School boards developing implementation plans may contact the ministry's regional offices for advice and assistance or the Centre for Early Childhood and Elementary Education for further information.

leur formation. Il existe d'autres projets étroitement liés à l'initiative précédente; ils portent sur l'évaluation du rendement des élèves et sur les comptes rendus destinés aux parents; sur les aptitudes à l'apprentissage; sur l'augmentation des garderies et sur l'allocation de fonds supplémentaires pour l'acquisition d'ordinateurs, de logiciels et de matériel d'apprentissage. Toutes ces mesures, jointes aux programmes des conseils scolaires axés sur les besoins locaux, soulignent l'importance qui est accordée actuellement à l'éducation et au bien-être des jeunes enfants.

Mise en oeuvre

D'ici septembre 1990, l'effectif moyen des classes ordinaires de 1re et de 2e année des conseils scolaires sera réduit à 20 élèves par enseignant ou enseignante. Ici, l'enseignant ou l'enseignante s'entend de la personne qui enseigne la plus grande partie de la journée à une classe ordinaire de 1re ou de 2e année. Cette définition exclut les directeurs et les directeurs adjoints d'école qui n'enseignent pas, les enseignants spécialisés et le personnel non enseignant.

L'effectif moyen des classes ordinaires de 1re et de 2e année d'un conseil scolaire correspond au nombre d'élèves inscrits en 1re et en 2e année, divisé par le nombre (et la fraction) d'enseignants employés par le conseil scolaire et affectés aux classes ordinaires de 1re et de 2e année. Toute classe à laquelle sont inscrits des élèves de 1re ou de 2e année sera considérée comme une classe de 1re ou de 2e année et fera l'objet d'une réduction de ses effectifs; cependant, des fonds ne seront alloués qu'en fonction des élèves de 1re ou de 2e année inscrits à cette classe. Les élèves en difficulté définis à l'article 35 du Règlement 262 ne seront pas pris en compte dans ce calcul.

Les cibles visées à l'échelle de la province ont été fixées, et les conseils scolaires auront trois ans, à compter de septembre 1988, pour réduire l'effectif de leurs classes de 1re et de 2e année. Pour l'année scolaire 1988-1989, l'effectif visé est de 24,60 élèves par enseignant ou enseignante de classe ordinaire; pour l'année scolaire 1989-1990, de 22,00 élèves par enseignant ou enseignante de classe ordinaire et pour septembre 1990, de 20,00 élèves par enseignant ou enseignante de classe ordinaire. À la suite de l'analyse de données recueillies par le ministère de l'Éducation, l'effectif moyen de base à partir duquel se fera le calcul des subventions allouées pour la réduction de l'effectif des classes a été fixé à 28,20 élèves.

Le ministère tiendra compte du fait que certains conseils scolaires ont déjà engagé des dépenses afin de réduire l'effectif des classes de leurs écoles élémentaires. Au cours de chacune des années scolaires susmentionnées, les conseils scolaires qui auront atteint les objectifs visés à l'échelle de la province seront tenus d'affecter les sommes qui leur seront allouées à des programmes du palier élémentaire destinés à améliorer la qualité de l'enseignement dispensé aux cycles primaire et moyen.

Si un conseil scolaire ne parvient pas à réduire l'effectif de ses classes et, par conséquent, à atteindre les objectifs provinciaux, les subventions qui lui seront versées seront calculées au prorata.

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Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes Note nº 107

Date d'émission : le 2 mai 1988

En vigueur : jusqu'à abrogation ou modification

Objet : RÉDUCTION DE L'EFFECTIF DES CLASSES DE 1re ET DE 2e ANNÉE

À l'attention des :
Présidents et présidentes de conseil scolaire
Directeurs et directrices de l'éducation
Surintendants et surintendantes de l'éducation
Directeurs et directrices d'école

Introduction

Le ministre de l'Éducation, M. Chris Ward, a annoncé que l'effectif des classes de 1re et de 2e année sera réduit afin d'améliorer la qualité de l'enseignement dispensé aux enfants durant les premières années de leur formation. La présente note justifie cet objectif, expose les attentes du ministère à ce sujet et traite de l'aide financière qui sera accordée dans le cadre de cette initiative.

Justification

Le ministère estime que la réduction de l'effectif des classes de 1re et de 2e année favorisera les enfants, leurs parents et leurs enseignants.

Dans les classes à effectif réduit, les enfants sont mieux à même de développer leurs aptitudes à l'apprentissage. Les enseignants, du fait qu'ils ont plus de temps à consacrer à chaque élève, peuvent offrir un enseignement plus personnalisé et une plus grande variété d'expériences d'apprentissage. Grâce à cette communication accrue, l'élève peut acquérir plus facilement des capacités fondamentales nouvelles ou traditionnelles. En outre, l'intensification des échanges immédiats avec l'enseignant ou l'enseignante et avec les autres enfants stimule, chez l'élève, le désir d'apprendre.

Les parents, eux, recevront de plus amples détails sur les progrès accomplis par leurs enfants puisque les enseignants accorderont une attention accrue au rendement de chacun et de chacune de leurs élèves. De plus, cette initiative redonnera peut-être aux parents inquiets sur le sort des classes trop nombreuses, une plus grande confiance dans le système scolaire.

Les enseignants, de leur côté, pourront modifier les occasions d'apprendre offertes aux élèves de façon à répondre aux besoins de ceux-ci. La réduction de l'effectif des classes leur permettra d'introduire plus souvent de nouvelles méthodes pédagogiques et d'y intégrer des techniques innovatrices ou du matériel d'apprentissage nouveau.

La réduction de l'effectif des classes de 1re et de 2e année est l'une des initiatives prises pour améliorer la qualité de l'enseignement dispensé aux enfants durant les premières années de

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Ministry
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Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 108

Date of Issue: January 12, 1989

Effective: Until revoked or modified

Subject: OPENING OR CLOSING EXERCISES IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

Application:
Chairpersons of Boards of Education
Directors of Education of Boards of Education
Principals of Public Elementary and Secondary Schools

I. Background

The decision of the Ontario Court of Appeal, dated September 23, 1988, struck down subsection 28(1) of Regulation 262 concerning religious exercises in public elementary schools. This subsection, and the decision of the Court relating to it, did not apply to schools operated by separate school boards.

The spirit of the decision of the Court of Appeal was essentially that one religion must not be given a position of primacy and that the content of opening or closing exercises must reflect the multicultural realities and traditions of Ontario society.

Subsequent to the Court ruling, an interim policy, dated September 28, 1988, was established, whereby opening or closing exercises were made optional for school boards. In schools where such exercises were to be held, however, "O Canada" and content that reflected the spirit of the ruling of the Court of Appeal were required.

This interim policy was intended to remain in effect only until policy considerations were finalized and amendments to Regulation 262 were adopted.

II. Amendments to Regulation 262

A copy of the amendments to Regulation 262 relating to opening or closing exercises accompanies this memorandum. The amendments provide for a new section 4. Subsections 28(1), (2), and (3), and subsections 29(1), (2), and (3), as well as other references to "religious exercises" in sections 28 and 29, are deleted.

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370.9713
O59ME/M

NOTES

The following points summarize the content of the new section 4:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.

2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:

   (a) one or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;

   (b) a period of silence.

4. Parents who object to part or all of the exercises may apply to the principal to have their children exempted. Pupils who are adults may also exercise such a right.

III. Implementation

When implementing the amendments listed above, school boards should take particular note of the following:

1. Purposes

The purposes of opening or closing exercises are patriotic and educational. Such exercises are intended to nurture allegiance to Canada and to contribute to the social, moral, and spiritual development of the pupils.

Contributing to the social, moral, and spiritual development of pupils includes reinforcing the positive societal values that, in general, Canadians hold and regard as essential to the well-being of our society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are based on a fundamental belief in the worth of all persons.

2. Lectures

Les lectures choisies pour débuter ou terminer le jour de classe doivent avoir une fin éducative.

Étant donné que le développement social, moral et spirituel des Canadiens tire son origine dans maintes traditions religieuses et philosophiques, ces lectures doivent être extraites de divers textes sacrés et profanes qui représentent notre société multiculturelle. Les prières, y compris le Notre-Père, peuvent en faire partie, mais à titre de lectures.

La récitation collective d'un texte propre à une religion particulière n'est plus permise, car une telle pratique enfreint la Charte canadienne des droits et libertés.

3. Période de silence

La période de silence aura des fins diverses, telles que la réflexion personnelle ou l'exécution individuelle et silencieuse d'une prière.

2. Readings

Readings selected for opening or closing exercises must fulfil educational purposes.

Since the social, moral, and spiritual development of Canadians has roots in many religious and philosophical traditions, readings must be drawn from a variety of scriptural and secular sources representative of our multicultural society. Prayers, including the "Lord's Prayer", may be included, but only as readings.

The collective recitation of a specific reading from a particular religious tradition can no longer be permitted, as such a practice is not in accordance with the Canadian Charter of Rights and Freedoms.

3. Period of Silence

A period of silence is intended to be used for such activities as personal reflection or individual silent prayer.

Voici un résumé du nouvel article 4 :

1. Toutes les écoles publiques élémentaires et secondaires de l'Ontario doivent débuter ou terminer chaque jour de classe par l'exécution de l'hymne national. L'exécution du God Save the Queen peut être comprise dans cette activité.

2. Il est laissé à la discrétion des conseils publics d'ajouter d'autres exercices, en plus de l'exécution du Ô Canada, à l'activité du début ou de la fin du jour de classe.

3. Les conseils publics qui décident que leurs écoles, en plus de se conformer au premier point susmentionné, ajouteront d'autres exercices à l'activité du début ou de la fin du jour de classe, doivent choisir l'un ou l'autre, ou bien les deux exercices suivants :

   a) une ou plusieurs lectures qui véhiculent des valeurs sociales, morales ou spirituelles et qui sont représentatives de notre société multiculturelle; ces lectures peuvent être tirées de textes sacrés, y compris de prières, et de textes profanes;

   b) une période de silence.

4. Les parents qui s'objectent à cette activité, en tout ou en partie, peuvent demander à la directrice ou au directeur de l'école que leurs enfants en soient exemptés. Les élèves qui ont l'âge adulte peuvent également se prévaloir de ce droit.

III. MISE EN OEUVRE

Au moment de mettre en oeuvre les modifications mentionnées ci-dessus, les conseils scolaires prendront en considération les points suivants :

1. Objectif

L'objectif de l'activité du début ou de la fin du jour de classe est de nature patriotique et éducative. Cette activité veut promouvoir l'allégeance au Canada et contribuer au développement social, moral et spirituel des élèves.

Pour favoriser le développement social, moral et spirituel des élèves, il faut fortifier les valeurs positives d'ordre social que les Canadiens considèrent, en règle générale, comme essentielles au bien-être de notre société. Ces valeurs transcendent les cultures et les croyances, renforcent les droits et les responsabilités inhérents à une démocratie et sont le fondement de la foi en la valeur intrinsèque de tous les êtres humains.

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Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Progra
Note nº 108

Date d'émission : le 12 janvier 1989 **En vigueur :** jusqu'à
abrogat
modific

Objet : ACTIVITÉ DU DÉBUT OU À LA FIN DU JOUR DE
DANS LES ÉCOLES PUBLIQUES ÉLÉMENTAIRES ET
SECONDAIRES

À l'attention des : Présidentes et présidents des conseils de
l'éducation
Directrices et directeurs de l'éducation
les conseils de l'éducation
Directrices et directeurs des écoles publ
élémentaires et secondaires

I. RENSEIGNEMENTS GÉNÉRAUX

Le jugement rendu par la Cour d'appel de l'Ontario le 23 septembre 1988 a annulé le paragraphe 28(1) du Règlement 2 portant sur les exercices religieux dans les écoles publiques élémentaires. Ce paragraphe et la décision de la cour s'y rapportant ne touchent nullement les écoles qui relèvent des conseils d'écoles séparées.

Le jugement de la Cour d'appel signifie, essentiellement, qu' religion ne doit prédominer sur les autres et que l'activité marque le début ou la fin du jour de classe doit refléter les réalités et les traditions multiculturelles de la société ontarienne.

Pour faire suite au jugement de la cour, une politique provis datée du 28 septembre 1988, a été mise en oeuvre en vertu de laquelle le choix a été laissé aux conseils scolaires de teni activité pour marquer le début ou la fin du jour de classe da leurs écoles. Dans les écoles offrant une telle activité, ce devait comprendre l'exécution du O Canada et refléter l'inten du jugement de la cour d'appel.

Cette politique provisoire devait demeurer en vigueur jusqu'à les délibérations au sujet de cette politique soient terminée que les modifications au Règlement 262 aient été adoptées.

II. MODIFICATIONS AU RÈGLEMENT 262

Vous trouverez ci-joint un exemplaire des modifications apportées au Règlement 262 en ce qui a trait à l'activité du ou de la fin du jour de classe. Ces modifications comprennen nouvel article 4. Les paragraphes 28(1), (2) et (3), ainsi q paragraphes 29(1), (2) et (3) et les autres renvois aux «exer religieux» contenus dans les articles 28 et 29 ont été suppri

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Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

ARCH 08537

Policy/Program Memorandum No. 109

Date of Issue: March 20, 1989

Effective: Until revoked or modified

Subject: TERMINATION OF THE LEARNING MATERIALS DEVELOPMENT PLAN

Application: Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 106, "Learning Materials Funding Incentive Programs, 1988", March 31, 1988

Because of the new grants for learning materials through the General Legislative Grants and because of severe government fiscal restraints, the Learning Materials Development Plan will not operate in 1989 and subsequent years.

The ministry will honour its commitment to provide the final instalments of the funding granted to projects in previous years and to provide the funds for the projects that had been approved in 1988. All projects must be completed by December 31, 1990.

In 1989, the ministry will continue to operate the French-Language Fund, which encourages the development and production of Canadian learning materials for French-speaking students enrolled in French-language schools or classes.

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Ministère
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Politique/Programmes Note n° 109

ARCH 08538

Date d'émission : Le 20 mars 1989

En vigueur : jusqu'à abrogation ou modification

Objet : EXPIRATION DU FONDS POUR L'ÉLABORATION DE MATÉRIEL D'APPRENTISSAGE

À l'attention des : Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Référence : La note Politique/Programmes n° 106, «Programmes d'encouragement à l'achat de matériel d'apprentissage, 1988», du 31 mars 1988.

En raison des nouvelles subventions au titre du matériel d'apprentissage qui seront allouées dans le cadre des subventions générales et à cause des contraintes financières importantes imposées par le gouvernement, le Fonds pour l'élaboration de matériel d'apprentissage ne sera pas en vigueur en 1989 ni les années subséquentes.

Le ministère respectera les engagements qu'il a pris et versera les paiements finals des subventions accordées aux projets au cours des années précédentes, ainsi que les subventions allouées aux projets approuvés en 1988. Les projets devront tous être terminés au 31 décembre 1990.

En 1989, le ministère continuera d'opérer le Fonds de langue française, qui encourage l'élaboration et la production de matériel d'apprentissage canadien à l'intention des élèves francophones inscrits dans les écoles ou les classes de langue française.

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 110

Date of Issue: September 28, 1989 Effective: Until revoked or modified

Subject: INTERRELATIONSHIP OF NATIVE-AS-A-SECOND-LANGUAGE (NSL) AND FRENCH-AS-A-SECOND-LANGUAGE (FSL) PROGRAMS

Application:
Directors of Education
Secretaries of District School Area Boards
Regional Directors of Education
Principals of Schools

References: Policy/Program Memoranda No. 58, June 2, 1986; No. 86, January 22, 1986; and No. 91A, December 8, 1986

In the context of NSL implementation, this memorandum clarifies the relationship between NSL programs and FSL programs offered by school boards to students in elementary and secondary schools.

School boards are encouraged to offer the NSL program if fifteen or more students want NSL instruction and a qualified NSL teacher is available. School boards may offer the program for fewer than fifteen students, after considering the feasibility and cost of the program.

The NSL program must be based on the curriculum guideline Native Languages, Part A: Policy and Program Considerations, 1987, which provides direction for the organization of courses of study for a Native language in the Primary, Junior, Intermediate, and Senior Divisions. It is recommended that school boards design their NSL program in such a way that students may enter it at one of four entry points - the beginning of the Primary Division, the beginning of the Junior Division, Grade 7, or Grade 9. Instruction in the Native language is to be offered during the school day.

Students must receive French instruction in every year from Grades 4 to 8 and must accumulate a minimum of 600 hours of French instruction by the end of Grade 8, as outlined in Policy/Program Memorandum No. 58. However, students are to be exempted from FSL if their parents or guardians feel, after consultation with the principal, that it is in their best interests not to take FSL. If parents or guardians want their children to take the NSL program and to seek exemption from FSL, exemption is to be granted.

In elementary schools where the parents or guardians want their children to participate in both NSL and FSL, school boards will have to make arrangements to accommodate both language programs.

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parents ou tuteurs veulent que leurs enfants suivent un programme de langue seconde autochtone, mais soient exemptés du programme de français langue seconde, cette exemption doit être accordée.

Si des parents d'élèves du palier élémentaire veulent que leurs enfants suivent à la fois un programme de langue seconde autochtone et le programme de français langue seconde, les conseils scolaires prendront les dispositions requises pour satisfaire à cette requête. On trouvera des exemples d'écoles offrant actuellement les deux types de programmes dans le bulletin sur les langues autochtones qui accompagne cette note.

Une fois qu'un programme de langue autochtone a débuté, il doit être offert jusqu'au terme du palier secondaire. Deux crédits seront accordés à chacun des cycles intermédiaire et supérieur. Les directeurs d'école pourront autoriser les élèves qui n'ont fait que suivre un programme de langue seconde autochtone au palier élémentaire et qui ne souhaitent pas suivre de programme de français langue seconde au palier secondaire, à substituer au crédit obligatoire de français langue seconde un autre crédit obligatoire, conformément à la note d) de la section 4.10 de la circulaire Les écoles de l'Ontario aux cycles intermédiaire et supérieur. Les directeurs d'école sont en outre encouragés à offrir aux élèves du palier secondaire qui désirent obtenir un crédit obligatoire en français langue seconde, conformément à la circulaire susmentionnée (section 4.10), mais qui n'ont choisi que de suivre un programme de langue seconde autochtone au palier élémentaire, un cours d'introduction au français donnant droit à un crédit, comme l'énonce la note Politique/Programmes nº 86.

Case studies drawn from schools that are currently offering both NSL and FSL instruction are described in the newsletter Native Languages Monitor that accompanies this memorandum.

Once an instructional sequence in NSL has begun, NSL must be offered to students through to the end of secondary school. Two credits are to be offered in each of the Intermediate and Senior Divisions. Those students who chose to take only NSL in elementary school and who do not wish to take FSL in secondary school may be permitted by their principal to substitute a compulsory credit course for the compulsory credit in FSL, as outlined in OSIS, section 4.10, note (d). For students in secondary school who want the compulsory credit in FSL, as stipulated in OSIS (section 4.10), but who chose to take only NSL in elementary school, principals are encouraged to offer credit courses in Introductory French, as outlined in Policy/Program Memorandum No. 86.

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Politique/Programmes Note n° 110

NOV 24 REC'D
COMMUNICATION SERVICES

Date d'émission : Le 28 september 1989

En vigueur : Jusqu'à abrogation ou modification

Objet : RELATION ENTRE LES PROGRAMMES DE LANGUE SECONDE AUTOCHTONE ET LES PROGRAMMES DE FRANÇAIS LANGUE SECONDE

À l'attention des : Directrices et directeurs de l'éducation
Secrétaires de conseil de secteur scolaire de district
Directrices et directeurs régionaux de l'éducation
Directrices et directeurs d'école

Référence : Les notes Politique/Programmes n° 58 du 2 juin 1986; n° 86 du 22 janvier 1986 et n° 91A du 8 décembre 1986.

La présente note clarifie, dans le contexte de la mise en oeuvre des programmes de langue seconde autochtone, la relation qui existe entre ces programmes et ceux de français langue seconde qui sont offerts par les conseils scolaires aux élèves des écoles élémentaires et secondaires.

Les conseils scolaires sont encouragés à offrir un programme de langue seconde autochtone lorsqu'au moins quinze élèves le désirent et lorsqu'ils ont une personne qualifiée pour l'enseigner. Les conseils peuvent dispenser un programme à moins de quinze élèves si, après en avoir étudié la faisabilité et le coût, ils estiment approprié de le faire.

Les programmes de langue seconde autochtone doivent s'inspirer du programme-cadre Native Languages, Part A: Policy and Program Considerations, 1987 qui oriente l'organisation des programmes d'étude de langues autochtones offerts aux cycles primaire, moyen, intermédiaire et supérieur. Il est recommandé que les conseils scolaires introduisent leurs programmes de langue seconde autochtone à l'un des quatre moments suivants : au début du cycle primaire, au début du cycle moyen, en 7e année ou en 9e année. L'enseignement des langues autochtones se fera durant la journée scolaire.

Les élèves sont tenus de suivre des cours de français de la 4e à la 8e année inclusivement et d'accumuler au moins 600 heures dans cette matière au terme de la 8e année, comme le mentionne la note Politique/Programmes n° 58. Cependant, des élèves peuvent être exemptés des cours de français langue seconde si leurs parents ou tuteurs, après avoir consulté la direction de l'école, estiment que cela est dans leur intérêt. Lorsque des

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Policy/Program Memorandum No. 111

Date of Issue: February 02, 1990 Effective: Until revoked or modified

Subject: EMPLOYMENT EQUITY FOR WOMEN IN SCHOOL BOARDS

Application: Chairpersons of School Boards
Directors of Education

Effective September 1, 1990, as announced by the former Minister of Education, the Honourable Chris Ward, on March 30, 1989, all school boards will be required to develop and put in place employment equity policies with respect to the employment and promotion of women. In light of this requirement, it is expected that each board will develop and implement an employment equity program that includes strategies to increase the representation of women in certain occupational categories to 50 per cent or more by the year 2000. These categories are supervisory officer, principal, and vice-principal. The goal of 30 per cent set out in Policy/Program Memorandum No. 92, December 16, 1986, remains in effect for all other occupational categories. School boards are to designate senior officials to be responsible for translating these policies into action.

With regard to this matter, school boards will be required to submit to the Ministry of Education details on their employment equity policies and programs and provide annual progress reports in the September Board Report. The ministry will review and assess this information and publish in the annual minister's report to the Legislature data on the status of women in each board in the Ontario educational system.

School boards will continue to submit employment data as part of the requirements of the September Board Report.

Once an employment equity policy has been developed, the school board will want to tailor a program to reflect the board's needs and priorities. Employment equity programs should include the following components:

a) Needs Assessment: An analysis of the data on the board's work force should be undertaken to determine the percentages of women employees in each category, and the corporate policies and procedures should be

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reviewed to ensure that they do not discriminate on the basis of sex. These activities will provide information on what needs to be done in the school board with respect to employment equity.

b) Goals and Timetables: Goals that are based on the outcome of the needs assessment should be developed. Timetables should be realistic and should take into consideration projected vacancies.

c) Strategies: These should be designed in such a way that the goals can be met. Strategies might emphasize the following:
  - special measures to increase the representation of women in senior positions;
  - methods to overcome systemic discrimination, such as reviewing and changing hiring and promotion policies and procedures and developing a non-sexist communication policy and guidelines for implementing this policy.

d) Monitoring and Evaluation Procedures: Monitoring should be carried out periodically to ensure that the program is proceeding as scheduled, and evaluation should take place annually in order to provide information for the September Board Report. As part of the monitoring and evaluation process, goals and timetables should be reviewed and modified as required to ensure that they are appropriate to the organization.

e) Resources: Budget and human resources must be assigned to ensure that the program is implemented and maintained. A senior official should be appointed to ensure that the program is co-ordinated effectively. Accountability for the success of the program rests with the senior management of the school board.

Staff at all levels in the organization should be made aware of the board's focus on employment equity and should be informed periodically about the progress that is being made.

A school board's commitment to employment equity for women should be reflected in its ongoing human-resources planning and management practices. These might include, among other strategies, employment equity training for personnel, especially for those involved in recruitment, hiring, and promotion of staff; a policy on sexual harassment and procedures for dealing with sexual harassment; and school-based employment equity plans.

Conformément aux principes d'équité d'emploi et aux buts du système éducatif, les programmes préparant à la qualification de directeur d'école ou bien d'agent de supervision comprendront tous un segment consacré à l'équité d'emploi. De plus, le ministère encouragera les facultés d'éducation à inclure, dans tous les programmes de formation à l'enseignement, une dimension sur l'équité d'emploi.

Les femmes occupent plus de la moitié des emplois dans les conseils scolaires. En 1989, plus de la moitié des personnes qui ont obtenu la qualification nécessaire pour diriger une école et qui ont réussi l'examen du brevet requis pour occuper le poste d'agent de supervision étaient des femmes. Étant donné qu'un nombre de plus en plus élevé de femmes deviennent admissibles à des postes de direction au sein du système scolaire, la mise en oeuvre d'un programme d'équité d'emploi dans les conseils scolaires contribuera à assurer leur représentation à ces postes.

Consistent with employment equity principles and goals in the educational system, all programs leading to the certification of principals and supervisory officers will incorporate an employment equity component. The ministry will work with the faculties of education to encourage the inclusion of employment equity training in all teacher education programs as well.

Women represent over half of all staff in school boards. In 1989, over half of the successful candidates for principal's qualifications and supervisory officer examinations were women. Given the increasing number of women eligible for senior positions in the educational system, the implementation of an employment equity program within school boards will help to ensure that a representative number of senior positions will be held by women.

chaque catégorie professionnelle et il révisera ses politiques et méthodes pour s'assurer qu'elles ne sont pas discriminatoires. Ces activités indiqueront au conseil ce qu'il faut faire en ce qui a trait à l'équité d'emploi.

b) Objectifs et délais de réalisation : Le conseil se fixera des objectifs basés sur le résultat de l'analyse des besoins. Les délais de réalisation seront réalistes et tiendront compte des prévisions en matière de postes à pourvoir.

c) Stratégies : Ces stratégies viseront la réalisation des objectifs fixés. Elles pourront mettre l'accent sur les points suivants :
- mesures pour accroître le nombre de femmes aux postes de direction
- méthodes pour éliminer la discrimination au sein du système, telles que la révision et la modification des politiques et procédés d'embauche et de promotion, et l'élaboration d'une politique pour un langage non sexiste dans les communications et de lignes directrices pour la mettre en oeuvre.

d) Suivi et évaluation : Le conseil s'assurera, à intervalles réguliers, que le programme se déroule tel que prévu et effectuera chaque année une évaluation aux fins du Rapport de septembre. Dans le cadre de ces activités, le conseil examinera et modifiera au besoin ses objectifs et délais de réalisation pour qu'ils répondent aux besoins de l'organisation.

e) Ressources : Le conseil assignera des crédits et des ressources humaines à la mise en oeuvre et au maintien du programme. Il désignera une personne, occupant un poste de direction, pour assurer une coordination efficace du programme. La direction du conseil sera responsable du succès du programme.

Le conseil informera son personnel, à tous les échelons, des objectifs qu'il s'est fixés sur le plan de l'équité d'emploi et l'avisera, à intervalles réguliers, des progrès accomplis.

L'engagement pris par le conseil à l'égard de l'équité d'emploi pour son personnel féminin se traduira dans sa planification et sa gestion des ressources humaines. Parmi les stratégies utilisées à cette fin, le conseil pourra offrir une formation à l'équité d'emploi à son personnel, et tout particulièrement aux personnes chargées du recrutement, de l'embauche et de la promotion des employés et employées; élaborer une politique relative au harcèlement sexuel et des mesures pour aider à résoudre ce problème, et dresser des plans pour l'équité d'emploi dans les écoles.

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Politique/Programmes Note n° 111

Date d'émission : Le 2 février 1990

En vigueur : Jusqu'à abrogation ou modification

Objet : L'ÉQUITÉ D'EMPLOI POUR LE PERSONNEL FÉMININ DES CONSEILS SCOLAIRES

À l'attention des : Présidents et présidentes de conseil scolaire
Directeurs et directrices de l'éducation

À la suite de l'annonce faite le 30 mars 1989 par l'ancien ministre de l'Éducation, M. Chris Ward, les conseils scolaires seront tous tenus, à compter du 1er septembre 1990, d'élaborer et de mettre en vigueur des politiques d'équité d'emploi en ce qui concerne l'embauche et la promotion du personnel féminin. Par conséquent, les conseils sont censés établir et mettre en oeuvre un programme d'équité d'emploi. Ce programme comportera des stratégies visant à augmenter la représentation féminine au sein de certaines catégories professionnelles de façon à ce que, d'ici l'an 2000, les femmes y occupent 50 pour 100 ou plus des emplois. Il s'agit des catégories suivantes : agent ou agente de supervision, directeur ou directrice d'école et directeur adjoint ou directrice adjointe d'école. Pour ce qui est des autres catégories professionnelles, l'objectif de 30 pour 100 énoncé dans la note Politique/Programmes n° 92 datée du 16 décembre 1986 demeure en vigueur. Les conseils scolaires désigneront des cadres supérieurs pour concrétiser ces politiques.

Ainsi, les conseils scolaires soumettront au ministère de l'Éducation le détail de leurs politiques et programmes d'équité d'emploi et exposeront, dans leur Rapport de septembre, le progrès de leur mise en oeuvre. Le ministère examinera et évaluera ces données; il publiera ensuite les résultats obtenus dans chaque conseil dans le rapport annuel que le ministre présente à l'Assemblée législative sur la condition féminine dans chacun des conseils scolaires de l'Ontario.

Conformément aux exigences de leur Rapport de septembre, les conseils scolaires continueront de soumettre des données sur les questions d'emploi.

Une fois qu'un conseil aura élaboré une politique d'équité d'emploi, il l'appuyera d'un programme qui tiendra compte de ses besoins et priorités. Voici un aperçu des éléments que devrait comprendre un programme d'équité d'emploi :

a) Évaluation des besoins : Le conseil analysera les données sur son personnel afin de déterminer le pourcentage de femmes dans

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Policy/Program Memorandum No. 112

Date of Issue: **December 6, 1990** Effective: January 1, 1991

Subject: EDUCATION ABOUT RELIGION IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

Application:
Chairpersons of Boards of Education
Directors of Education of Boards of Education
Principals of Public Elementary and Secondary Schools

I. Background

On January 30, 1990, the Ontario Court of Appeal unanimously struck down subsection 28(4) of Regulation 262 concerning religious education in the public elementary schools. The court ruled that the subsection infringed on the freedom of conscience and religion guaranteed by section 2(a) of the Canadian Charter of Rights and Freedoms. Neither the subsection nor the court decision applied to schools operated by the Roman Catholic separate school boards.

Section 29 of Regulation 262, regarding provision of religious instruction by clergy or designates in the public secondary schools, was not before the court, and the court's ruling did not apply expressly to that section. However, subsequent advice by legal counsel indicates that the principles outlined in the decision make section 29 equally untenable.

In its decision, the court made it very clear that subsection 28(4) of the regulation was invalid because it permitted the teaching of a single religious tradition as if it were the exclusive means through which to develop moral thinking and behaviour. The court also ruled that education designed to teach about religion and to foster moral values without indoctrination in a particular religious faith would not contravene the charter.

In distinguishing between religious indoctrination and education about religion, the court made the following statement:

> While this is an easy test to state, the line between indoctrination and education, in some instances, can be difficult to draw. With this

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Les programmes destinés aux écoles secondaires se fonderont, comme par le passé, sur le programme-cadre Histoire et études contemporaines, Partie C, Cycle supérieur, 1987.

VI. Contexte

Il importe de comprendre la politique permanente dont il vient d'être question et les amendements prochains au Règlement 262 dans le contexte de la vision, depuis longtemps établie, des écoles élémentaires et secondaires publiques comme lieux où des personnes de divers milieux viennent apprendre et grandir ensemble. Les écoles publiques sont ouvertes et accessibles à un même degré à toutes personnes, et leur fondement repose sur les valeurs positives d'ordre social que les Canadiens et Canadiennes considèrent, en règle générale, comme étant essentielles au bien-être de notre société. Ces valeurs transcendent les cultures et les croyances, renforcent les droits et les responsabilités inhérents à une démocratie et reposent sur la foi en la valeur intrinsèque de chaque personne.

in mind, it may be of assistance to refer to the following more detailed statement of the distinction:

- The school may sponsor the study of religion, but may not sponsor the practice of religion.
- The school may expose students to all religious views, but may not impose any particular view.
- The school's approach to religion is one of instruction, not one of indoctrination.
- The function of the school is to educate about all religions, not to convert to any one religion.
- The school's approach is academic, not devotional.
- The school should study what all people believe, but should not teach a student what to believe.
- The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but should not seek to conform him or her to any one belief.

Subsequent to the court's ruling, an interim policy for public elementary schools, dated February 28, 1990, was established, whereby boards were permitted to provide programs in education about religion in the time previously used during the school day, as long as these programs were in accordance with the court's ruling. Boards of education were also advised that they could continue to provide space outside the school day, as they do for various community-related activities, if parents requested that their children be taught religion by clergy or designates. This interim policy for elementary schools was intended to remain in effect only until policy considerations related to the public elementary and secondary schools were finalized.

II. Permanent Policy

The Ministry of Education will amend sections 28 and 29 of Regulation 262 to reflect the following permanent policy, which will apply to public elementary and secondary schools:

1. Boards of education may provide programs in education about religion in Grades 1 to 8 during the school day for up to 60 minutes per week.

2. Boards of education may continue to provide optional credit courses in World Religions in secondary schools, as specified in the curriculum guideline entitled History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987. The program

3. Les écoles et les programmes qui relèvent de la compétence de conseils de l'éducation, y compris les programmes d'étude des religions, devront se conformer aux deux critères suivants :
   - a) ils ne devront pas viser un endoctrinement;
   - b) ils ne devront pas accorder la primauté à une croyance religieuse en particulier.
4. Les conseils de l'éducation pourront continuer de fournir des locaux avant et après les heures de classe pour la prestation d'un enseignement religieux d'endoctrinement. Conformément aux dispositions de la Charte canadienne des droits et libertés qui ont trait à l'égalité dans le traitement, les conseils qui choisiront d'agir ainsi devront le faire de façon équitable pour tous les groupes religieux qui feront une demande à cette fin.

Cette politique entrera en vigueur le 1er janvier 1991.

III. Objectif

L'étude des religions a pour but de donner aux élèves la possibilité d'acquérir des connaissances sur les diverses religions qui ont façonné et qui continuent de façonner notre monde et de les y sensibiliser. Les programmes d'étude des religions permettront aux élèves de comprendre, d'apprécier et de respecter les divers types de croyances, d'attitudes et de comportements religieux.

Le but des programmes en question n'est pas d'inculquer aux élèves une croyance religieuse en particulier. Il appartient aux élèves et à leurs familles respectives de prendre une décision en cette matière. L'enseignement religieux d'endoctrinement n'a aucune place dans les programmes d'études des écoles élémentaires et secondaires publiques de la province.

IV. Contenu

Les grandes religions étant multiples et variées, un programme portant sur leur étude ne saurait toutes les incorporer. Par conséquent, les programmes offerts au cours d'une année d'études donnée devraient tout au moins offrir une présentation équilibrée des grandes religions qui exercent une influence continue sur les populations du monde.

Le contenu des programmes et les méthodes pédagogiques seront adaptés à l'âge et au degré de maturité des élèves. L'élaboration de ces programmes pourra se faire en fonction de diverses approches.

V. Documents d'appui

Le ministère de l'Éducation publiera un guide pédagogique pour aider les conseils de l'éducation à élaborer des programmes d'étude des religions à l'intention des écoles élémentaires.

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described in the guideline meets the court's definition of permissible education about religion.

3. Schools and programs, including programs in education about religion, under the jurisdiction of boards of education must meet both of the following conditions:
   a) They must not be indoctrinational.
   b) They must not give primacy to any particular religious faith.

4. Boards of education may continue to provide space before the beginning or after the close of the instructional program of the school day for indoctrinational religious education. Given the provisions for equality of treatment in the Canadian Charter of Rights and Freedoms, boards choosing this option must make space available on an equitable basis to all religious groups.

This policy will come into effect on January 1, 1991.

III. Purpose

The purpose of programs in education about religion is to enable students to acquire knowledge and awareness of a variety of the religious traditions that have shaped and continue to shape our world. The programs enable individuals to understand, appreciate, and respect various types of religious beliefs, attitudes, and behaviour.

The purpose of these programs is not to instil the beliefs of any particular religion. It is the prerogative of individual pupils and their families to decide which religious beliefs they should hold. Indoctrinational religious education has no place in the curriculum or programs of public elementary and secondary schools of the province.

IV. Content

Since the world's religions are many and varied, a particular program in education about religion cannot be expected to include every one of them. As a minimum, programs in any grade should include a balanced consideration of world religions that have continuing significance for the world's people.

Both content and method should be appropriate to the ages and levels of maturity of the pupils. In developing programs of education about religion, consideration may be given to various organizational frameworks.

- *L'école peut parrainer l'étude de la religion mais non la pratique de la religion.*
- *L'école peut exposer les élèves à toutes les croyances religieuses, mais ne doit pas leur en imposer une en particulier.*
- *L'école doit aborder la religion comme un sujet d'enseignement et non comme un sujet d'endoctrinement.*
- *Le rôle de l'école est d'inculquer des connaissances sur toutes les religions et non de convertir les élèves à une religion particulière.*
- *L'école doit aborder le sujet d'une façon objective et non subjective.*
- *L'école devrait examiner les diverses croyances répandues et non dicter aux élèves ce qu'ils doivent croire.*
- *L'école devrait sensibiliser les élèves à toutes les religions, et non les pousser à accepter une religion plus que les autres.*
- *L'école devrait chercher à renseigner les élèves sur diverses croyances, et non chercher à modeler leur foi sur une croyance particulière.*

À la suite du jugement rendu par la Cour, une politique provisoire à l'intention des écoles élémentaires publiques a vu le jour le 28 février 1990. En vertu de cette politique, les conseils de l'éducation pouvaient dispenser des programmes d'étude des religions durant la journée scolaire, pendant les heures consacrées auparavant à l'enseignement religieux, à condition que les programmes offerts soient conformes au jugement de la Cour. Les conseils pouvaient également, comme ils le faisaient pour diverses activités communautaires, mettre des locaux à la disposition des parents désirant que leurs enfants reçoivent un enseignement religieux de membres du clergé ou de personnes désignées par le clergé, après les heures de classe. Cette politique provisoire à l'intention des écoles élémentaires devait demeurer en vigueur jusqu'à ce que des considérations d'ordre politique visant les écoles élémentaires et secondaires publiques soient définitivement arrêtées.

II. Politique permanente

Le ministère de l'Éducation modifiera les articles 28 et 29 du Règlement 262 de façon à refléter la politique permanente ci-dessous, qui s'appliquera aux écoles élémentaires et secondaires publiques :

1. Les conseils de l'éducation pourront offrir des programmes d'étude des religions pendant les heures de classe et ce, aux élèves de la 1^re^ à la 8^e^ année, jusqu'à concurrence de 60 minutes par semaine.
2. Les conseils de l'éducation pourront continuer d'offrir au palier secondaire des cours facultatifs ouvrant droit à des crédits sur les grandes religions, conformément au programme-cadre Histoire et études contemporaines, Partie C, Cycle supérieur, 1987. Les cours décrits dans le programme-cadre correspondent à ce que la Cour entend par un enseignement acceptable ayant trait à la religion.

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V. Resources

The Ministry of Education will develop a resource document to assist boards of education in developing programs in education about religion for elementary schools.

Programs for the secondary schools will continue to be developed in accordance with History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987.

VI. Context

This permanent policy and the forthcoming amendments to Regulation 262 are to be understood within the context of the long-established vision of the public elementary and secondary schools as places where people of diverse backgrounds can learn and grow together. The public schools are open and accessible to all on an equal basis and founded upon the positive societal values which, in general, Canadians hold and regard as essential to the well-being of our society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are founded on a fundamental belief in the worth of all persons.

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note n° 112

Date d'émission : Le 6 décembre 1990 En vigueur : Le 1er janvier 1991

Objet : L'ÉTUDE DES RELIGIONS DANS LES ÉCOLES ÉLÉMENTAIRES ET SECONDAIRES PUBLIQUES

À l'attention de :
Présidents et présidentes des conseils de l'éducation
Directeurs et directrices de l'éducation dans les conseils de l'éducation
Directeurs et directrices des écoles élémentaires et secondaires publiques

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I. Renseignements généraux

Le 30 janvier 1990, la Cour d'appel de l'Ontario a annulé à l'unanimité le paragraphe 28(4) du Règlement 262 concernant l'enseignement religieux dans les écoles élémentaires publiques. La Cour a déclaré que ce paragraphe empiétait sur la liberté de conscience et de religion que garantit le paragraphe 2(a) de la Charte canadienne des droits et libertés. Toutefois, le paragraphe du Règlement et le jugement de la Cour ne s'appliquaient pas aux écoles administrées par les conseils d'écoles séparées catholiques.

La Cour n'a pas été saisie de l'article 29 du Règlement 262, qui porte sur la prestation de l'enseignement religieux par des membres du clergé ou des personnes désignées par le clergé dans les écoles secondaires publiques, et le jugement qu'elle a rendu ne s'applique pas expressément à cet article. Toutefois, des conseillers ou conseillères juridiques ont par la suite laissé entendre que les principes énoncés dans le jugement de la Cour invalidaient également l'article 29.

Dans son jugement, la Cour a clairement stipulé que le paragraphe 28(4) du Règlement était invalide car il permettait l'enseignement d'une doctrine religieuse particulière comme s'il s'agissait de la seule façon d'inculquer aux enfants des valeurs morales. La Cour a cependant ajouté qu'un enseignement ayant pour objet la religion et les valeurs morales, s'il ne comporte aucun endoctrinement à une foi particulière, ne contrevient pas à la Charte.

Afin d'établir une distinction entre l'endoctrinement religieux et l'étude des religions, voici ce que la Cour a énoncé :

> *Bien que cette distinction semble évidente, dans certains cas, il peut s'avérer difficile de tracer une ligne de démarcation entre les deux notions. C'est dans cet esprit que l'on pourrait se reporter aux énoncés ci-dessous pour éclaircir cette distinction :*

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Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 113

Date of Issue: May 31, 1991 **Effective:** Until revoked or modified

Subject: FUNDING FOR CROSS-CURRICULAR USE OF COMPUTER TECHNOLOGY

Application: Directors of Education
Principals of Schools

Introduction

The Ministry of Education is committed to the integration of computer technology into the curriculum for the purpose of providing learners with enriched learning experiences, individualized instruction, and the acquisition of skills that will allow them to use the technology effectively and with confidence. In order to help boards achieve this goal, the ministry will provide additional funds for the purchase of hardware and software and for professional development, and is developing a policy document outlining expectations for integration. Changes in funding procedures will also be implemented.

Funding for Hardware and Professional Development

During 1991, an additional $5.0 million will be allocated to boards through the Recognized Extraordinary Expenditure grants for the acquisition of Grant-Eligible Microcomputer Systems and supporting peripherals (such as printers and videodisks) and for the professional development of teachers. This amount brings the funding for this initiative to a total of $40.9 million for 1991.

Funding for Software

In 1991, $4.9 million will be allocated for the acquisition of English-language and French-language software. Some of this money will flow to boards through transfer payments, while the remainder will be used by the ministry to purchase provincial licences on behalf of school boards and to meet other educational needs. Software that is acquired as the result of provincial licensing will be distributed to school boards free of charge through the Ontario Educational Software Service.

The ministry will continue to convene the Ontario Software Acquisition Programme Advisory Committee, which comprises school board representatives. The mandate of this committee is to liaise with boards for the purpose of identifying software needs, to negotiate with software distributors to obtain discount prices, and to recommend software to the ministry for provincial licensing.

School boards should ensure that the software that they purchase reflects Canadian culture and values and is congruent with Ontario curriculum goals and policies. More details on the software funds will be forthcoming from the Centre for Curriculum Resources and Technologies.

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Intégration de l'informatique dans tous les programmes d'études

Comme le stipule la note Politique/Programmes n° 91 du 2 février 1987, les élèves devraient avoir la possibilité d'utiliser l'ordinateur dans toutes sortes d'activités, telles que le dessin, la rédaction, la composition, l'exploration, le calcul, l'analyse et le jeu de rôles, et pour accéder à des sources d'information. Cela peut se réaliser à l'aide de machines de traitement de texte, de programmes de simulation et d'affichage graphique, de programmes audio, de tableurs, de programmes de gestion de bases de données, de méthodes faisant appel à plusieurs médias, de vidéodisques et de médias de télécommunication. Les élèves devraient explorer comment les configurations de réseaux leur permettent de communiquer et de collaborer avec leurs camarades et le personnel enseignant à l'intérieur et à l'extérieur de l'école. Les élèves devraient arriver à percevoir l'ordinateur comme une partie intégrante de la vie quotidienne.

Le ministère s'attend à ce que les conseils scolaires acquièrent et maintiennent une quantité de base d'ordinateurs et de logiciels et qu'ils fournissent le soutien nécessaire au personnel enseignant, de façon à permettre aux élèves dans toutes les années d'études d'acquérir et de maintenir des compétences en informatique en utilisant l'ordinateur pour diverses tâches dans tous les cours. D'après l'Organisation de coopération et de développement économiques, les élèves devraient avoir l'occasion d'utiliser les ordinateurs au moins 2,5 heures par semaines afin de pouvoir acquérir des compétences dans ce domaine et les maintenir. Cette utilisation interdisciplinaire des ordinateurs demande qu'il y ait un ordinateur pour dix élèves. Les conseils scolaires devraient avoir comme but à long terme d'acquérir assez de matériel et de logiciels pour répondre à ce besoin.

Énoncé de politique sur l'intégration des ordinateurs dans tous les programmes d'études

Un énoncé de politique portant sur l'intégration des ordinateurs dans tous les programmes d'études sera diffusé à l'automne de 1991. Ce document exposera les buts et attentes dans ce domaine et aidera les conseils scolaires à élaborer des plans et des stratégies de mise en oeuvre.

Nouvelles modalités de financement

En octobre 1991, les conseils scolaires devront soumettre à la ministre un rapport décrivant à quel degré la technologie informatique est utilisée dans la salle de classe. Puis, au début de 1992, les conseils soumettront à la ministre un rapport de planification complet énonçant leurs objectifs à court terme pour l'année scolaire 1992-1993 et leurs objectifs à long terme d'ici 1997. Ces rapports devront inclure des renseignements sur l'acquisition de matériel, de logiciels et de périphériques; la prestation de séances de perfectionnement professionnel; l'intégration des ordinateurs dans les programmes d'études; et l'élaboration de systèmes de soutien. À compter de 1993, les conseils soumettront des rapports annuels, qui devront inclure les projets pour l'année suivante. Il faudra soumettre et faire approuver ces rapports pour avoir droit à des subventions.

La présentation à adopter pour ces rapports sera élaborée en collaboration avec des représentants et représentantes des conseils scolaires en avril 1991.

La responsabilité financière devra constituer le principe directeur des rapports d'étape et de planification soumis par les conseils. Les rapports de planification devront refléter l'importance de rendre des comptes et fournir des détails sur les façons dont cette obligation sera remplie. En outre, les conseils scolaires feront l'objet de vérifications effectuées au hasard. Ces vérifications seront menées par les bureaux régionaux et ressembleront quelque peu aux vérifications qui se font dans les domaines des transports et des effectifs.

Un guide destiné à aider les conseils à remplir les formulaires de rapport et donc à faciliter la planification, sera diffusé en octobre 1991 et distribué avec lesdits formulaires.

Integration of Computers Across the Curriculum

As stated in Policy/Program Memorandum No. 91, February 2, 1987, students should be given opportunities to use computers in a variety of activities, such as drawing, writing, composing, exploring, calculating, analysing, role-playing, and accessing information resources. This can be accomplished through the use of word processors, simulation programs, graphics editors, sound editors, spreadsheets, database managers, multimedia approaches, videodisks, and telecommunications media. Students should explore the ways in which network configurations can provide a medium of communication and collaboration with peers and teachers both within and outside the school. Students should come to see the computer as an integral part of everyday life.

Boards are expected to establish and maintain a base of computers and software, as well as provide support for teachers, so that all students can be provided with the opportunity to acquire and maintain computer skills by using a variety of computer applications in all subject areas and in all grades. According to the Organisation for Economic Co-operation and Development, students should have opportunities to use computers for a minimum of 2.5 hours per week to acquire and maintain computer skills. This cross-curricular use of computers requires one computer for every ten students, and it should be the long-term goal of school boards to acquire sufficient hardware and software to meet this need.

Policy Document on Computers Across the Curriculum

A policy document on the use of computers across the curriculum will be released in the autumn of 1991. This document will outline goals and expectations and will provide assistance to boards in developing plans and implementation strategies.

New Funding Procedures

In October 1991, school boards will be required to submit a report to the Minister in which they outline the extent to which computer technology is currently being used in the classroom. Then, early in 1992, boards will submit a comprehensive planning report to the Minister in which they will state short-term goals for 1992-93 and long-term goals for 1997. These reports will include information on acquisition of hardware, software, and peripherals; provision of professional development; integration of the use of computers in the curriculum; and development of support systems. Beginning in 1993, boards will submit annual progress reports, which will include plans for the next year. Funding will be contingent upon the submission and approval of these reports.

The format for these reports will be developed in consultation with board representatives beginning in April 1991.

Fiscal responsibility will be a central concept in these board planning and progress reports. The planning reports should reflect the importance of accountability and give details of the ways in which this accountability will be achieved. In addition, school boards will be audited at random. These audits, which will be conducted by the regional offices, will be somewhat similar in nature to the transportation and enrolment audits.

To assist boards in the planning process, a guide to completing the reports will be released in October 1991 and will be sent with the report forms.

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note n° 113

Date d'émission : Le 31 mai 1991

En vigueur : Jusqu'à abrogation ou modification

Objet : FONDS POUR L'UTILISATION INTERDISCIPLINAIRE DE LA TECHNOLOGIE INFORMATIQUE

À l'attention des :
Directeurs et directrices de l'éducation
Directeurs et directrices d'école

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Introduction

Le ministère de l'Éducation tient à intégrer la technologie informatique dans tous les programmes d'études dans le but de fournir aux apprenants et apprenantes des expériences d'apprentissage renforcées et un enseignement personnalisé et de leur donner la possibilité d'acquérir des compétences qui leur permettront d'utiliser cette technologie efficacement et avec confiance. Afin d'aider les conseils scolaires à réaliser ce but, le ministère mettra à leur disposition des fonds supplémentaires pour l'achat de matériel et de logiciels ainsi que pour le perfectionnement professionnel. Il élabore actuellement un énoncé de politique qui décrit les attentes concernant l'intégration de la technologie informatique. Des changements seront également apportés aux modalités de financement.

Fonds pour l'achat de matériel et le perfectionnement professionnel

Pendant l'année 1991, la somme supplémentaire de 5,0 millions de dollars sera affectée aux conseils scolaires par le biais de subventions au titre des dépenses extraordinaires approuvées. Cette somme servira à l'acquisition de Systèmes de micro-ordinateurs éducationnels subventionnés et de périphériques (par exemple, imprimantes et vidéodisques) ainsi qu'au perfectionnement professionnel du personnel enseignant. L'addition de cette somme aux fonds accordés à cette initiative en porte le total à 40,9 millions de dollars en 1991.

Fonds pour l'achat de logiciels

En 1991, la somme de 4,9 millions de dollars sera affectée à l'acquisition de logiciels de langue française et de langue anglaise. Une partie de ces fonds sera acheminée aux conseils sous forme de paiements de transfert, et le reste du montant sera utilisé par le ministère pour acheter les permis d'utilisation au nom des conseils scolaires et pour répondre à d'autres besoins éducationnels. Les

Le ministère continuera à convoquer des réunions du comité consultatif chargé du programme d'encouragement à l'achat de logiciels de l'Ontario. Ce comité, qui comprend des représentants et représentantes des conseils scolaires, a pour mandat d'assurer la liaison entre le ministère et les conseils en vue de recenser les besoins en matière de logiciels, de négocier avec les maisons de distribution de logiciels pour obtenir un escompte, et de recommander des logiciels pour lesquels le ministère devrait obtenir un permis d'utilisation provincial.

Les conseils scolaires devraient s'efforcer d'acheter des logiciels qui reflètent les valeurs et la culture canadiennes et qui concordent avec les buts et orientations des programmes d'études de l'Ontario. Le Centre de technologies et de ressources didactiques fournira sous peu des renseignements supplémentaires sur les fonds pour l'achat de logiciels.

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 114

Date of Issue: July 31, 1991 Effective: September 3, 1991

Subject: REQUIREMENTS FOR REPORTING ATTENDANCE IN REGISTERS

Application: Directors of Education
Principals of Schools

NOTE: Please bring this memorandum to the attention of school attendance counsellors.

Prolonged Absence

The provision in the school registers concerning prolonged absence has been changed. The changes support the legislated requirements for school attendance and include reference to the related responsibility of the attendance counsellor. They will require co-operative planning by principals and attendance counsellors in situations in which pupils are absent for a prolonged period.

These revisions apply to all day-school programs, including adult day-school programs and programs at alternative schools.

Details of the changes concerning prolonged absence can be found in the instruction section in the Register of Daily Attendance for Elementary Schools and the Enrolment Register for Secondary Schools (Full-Time), and can also be found in Instructions for Users of Computerized Enrolment Recording Systems.

Suspensions

Changes have been made with respect to the reporting of suspensions in the register. Suspensions will now be recorded as G days.

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Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note n° 114

Date d'émission : Le 31 juillet 1991

En vigueur : Le 3 septembre 1991

Objet : EXIGENCES RELATIVES À L'INSCRIPTION DES PRÉSENCES DANS LE CAHIER OU LE RELEVÉ

À l'attention de : Directeurs et directrices de l'éducation
Directeurs et directrices d'école

REMARQUE : Veuillez faire lire la présente aux conseillers et conseillères en assiduité scolaire.

Absence prolongée

La disposition relative à l'inscription d'une absence prolongée dans le cahier ou relevé de l'école a été modifiée. Les modifications appuient les exigences, en vertu de la loi, concernant l'assiduité scolaire et comprennent la référence à la responsabilité revenant au conseiller ou à la conseillère en assiduité scolaire. Ces modifications nécessiteront la coopération des directeurs et directrices d'école et des conseillers et conseillères en assiduité scolaire dans les situations où les élèves demeurent absents pendant une période prolongée.

Ces changements s'appliquent à tous les programmes d'école de jour, y compris les programmes d'école de jour destinés aux adultes et ceux des écoles alternatives.

Vous trouverez les détails de ces changements concernant les absences prolongées à la section des directives du Cahier de présence quotidienne des écoles élémentaires et dans le Relevé des effectifs des écoles secondaires (à plein temps); vous pouvez aussi les trouver dans le document Directives à l'intention des écoles qui utilisent un système informatique de relevé d'effectifs.

Renvois

Des changements ont été apportés à la manière d'inscrire les renvois dans le cahier ou le relevé. Ils seront dorénavant inscrits comme jours G.

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Ministry
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and Training

Ministère
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et de la Formation

Mowat Block
900 Bay St
Toronto ON M7A 1L2

Édifice Mowat
900 rue Bay
Toronto ON M7A 1L2

(416) 325-2576

Revoked Aug 24/04

No. 115

MEMORANDUM TO: Directors of Education
Superintendents
Principals of Schools
Principals of Inspected Private Secondary Schools

FROM: Jill Hutcheon
Mariette Carrier-Fraser
Assistant Deputy Ministers

DATE: June 24, 1994

SUBJECT: **Policy/Program Memorandum No. 115: Program Policy for Elementary and Secondary Education**

You will find attached Policy/Program Memorandum 115: Program Policy for Elementary and Secondary Education. This memorandum is required at this time to consolidate policies which have not been incorporated into Transition Years Grades 7, 8 and 9 and The Common Curriculum Grades 1-9, and clarify sections of Ontario Schools, Intermediate and Senior Divisions (OSIS) in accordance with those set out in these policy documents. It replaces Policy/Program Memoranda No. 115, June 15, 1992; No. 115A, November 2, 1992; and No. 115B, April 28, 1993.

The need for the ministry to consolidate and clarify policy was identified by the Program Advisory Committee which was also responsible for the development of this policy/program memorandum. The committee is made up of representatives from the Ontario Teachers' Federation affiliates, the supervisory officers' associations and ministry staff.

Please ensure that students and parents are informed about clarification to the requirements for the Ontario Secondary School Diploma. There will be no changes made to diploma requirements until after the Royal Commission on Learning has made its recommendations.

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For further information, please contact the appropriate regional office listed below:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
North York, Ontario
M2J 1W4

Eastern Ontario Region
1580 Merivale Road
4th Floor
Nepean, Ontario
K2G 4B5

Midnorthern Ontario Region
199 Larch Street
7th Floor
Sudbury, Ontario
P3E 5P9

Northeastern Ontario Region
447 McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7

Northwestern Ontario Region
435 James Street South
1st Floor
P.O. Box 5000
Thunder Bay, Ontario
P7C 5G6

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6

MCarrier Fraser
Mariette Carrier-Fraser
Assistant Deputy Minister
Elementary, Secondary, and
Postsecondary Operations
and French-Language Education

Jill Hutcheon
Jill Hutcheon
Assistant Deputy Minister
Policy Priorities and
Curriculum Development

Enclosures

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June 13, 1994

Pour obtenir plus de renseignements, veuillez communiquer avec le bureau du ministère de votre région dont l'adresse est inscrite dans la liste ci-dessous :

Bureau du centre de l'Ontario
Bureau 3201
2025 av Sheppard E
North York ON M2J 1W4

Bureau du centre-nord de l'Ontario
7e étage
199 rue Larch
Sudbury ON P3E 5P9

Bureau du nord-ouest de l'Ontario
1er étage
C.P. 5000
435 rue James S
Thunder Bay ON P7C 5G6

Bureau de l'est de l'Ontario
4e étage
1580 ch Merivale
Nepean ON K2G 4B5

Région du nord-est de l'Ontario
C.P. 3020
447 av McKeown
North Bay ON P1B 8K7

Bureau de l'ouest de l'Ontario
759 ch Hyde Park
London ON N6H 3S6

La sous-ministre adjointe,
Administration de l'éducation élémentaire, secondaire et postsecondaire, et éducation en langue française,

M. Carrier-Fraser

Mariette Carrier-Fraser

La sous-ministre adjointe,
Priorités en matière de politiques et élaboration des programmes d'enseignement,

Jill Hutcheon

Jill Hutcheon

p.j.

Ontario

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of Education
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900 rue Bay
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(416) 325-2576

À L'ATTENTION DE : Directrices et directeurs de l'éducation
Surintendantes et surintendants
Directrices et directeurs d'école
Directrices et directeurs d'écoles secondaires privées inspectées

DE LA PART DE : Jill Hutcheon
Mariette Carrier-Fraser

DATE : le 24 juin 1994

OBJET : **Note Politique / Programmes n° 115 : Politique relative aux programmes des paliers élémentaire et secondaire**

Vous trouverez ci-jointe la note Politique / Programmes n° 115 : *Politique relative aux programmes des paliers élémentaire et secondaire.* Cette note a pour objet d'incorporer les lignes directrices qui n'ont pas encore été ajoutées aux documents *Les années de transition : 7^e^, 8^e^ et 9^e^ années* et *Le programme d'études commun, de la 1^re^ à la 9^e^ année* et de clarifier certaines sections de la circulaire *Les écoles de l'Ontario aux cycles intermédiaire et supérieur* (EOCIS) pour que les lignes directrices qui y sont énoncées correspondent à celles qui sont énoncées dans ces documents. Cette note remplace les notes Politique / Programmes n° 115, du 15 juin 1992, n° 115A, du 2 novembre 1992 et n° 115B, du 28 avril 1993.

Le ministère clarifie sa politique à la suite de recommandations formulées par le comité consultatif sur les programmes qui avait également la responsabilité d'élaborer la présente. Le comité se compose de personnes représentant les organisations membres de la Fédération des enseignantes et des enseignants de l'Ontario, des associations d'agentes et d'agents de supervision, ainsi que du personnel du ministère.

Veuillez vous assurer qu'élèves et parents sont mis au courant de la clarification relative aux exigences d'obtention du diplôme d'études secondaires de l'Ontario. Nous n'apporterons aucun changement à ces exigences avant que la Commission royale sur l'éducation ait déposé ses recommandations.

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Ministry
of
Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 115A

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APR 1 1993
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Date of Issue: November 2, 1992

Effective: Until revoked or modified

Subject: PROGRAM POLICY FOR ELEMENTARY AND SECONDARY EDUCATION: SUPPLEMENT 1

Application: Directors of Education
Superintendents
Principals of Schools

Reference: This memorandum supplements Policy/Program Memorandum No. 115, June 15, 1992.

As stated in Policy/Program Memorandum No. 115, additional sets of questions and answers would be issued to provide more information on recent changes in program policy. The following set of five questions and answers is thus a supplement to the set of seven questions and answers published in Policy/Program Memorandum No. 115. Additional sets are being prepared. For ease of reference, the questions and answers in this set are numbered 8 to 12.

8. Q. Will there be provincial, school board, or school criteria for determining promotion from non-streamed Grade 9 programs beginning in 1993?

A. Each principal shall develop criteria for making decisions about student progress in accordance with learning outcomes that are developed provincially.

9. Q. If Grade 9 students fail one or more courses under the present OSIS guidelines during the 1992-93 school year, what may they do to complete the requirements for Grade 9?

A. The principal shall determine what type of program would best enable the students to make up the credit equivalent of courses not completed. In such a program, a student could, for example, participate partially in the non-streamed Grade 9 program offered in 1993, complete summer courses in the required subject areas, complete the work through independent study, or participate in a program developed expressly for the student.

10. Q. If the time allocated for various subjects in Grade 9 differs from that specified at present in OSIS, what impact will this have on compulsory credits?

A. Beginning in September 1993, no credits will be given in the Grade 9 program. Future diploma requirements and compulsory

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10. Q. Si le temps alloué aux différentes matières enseignées en 9ᵉ année diffère du temps prescrit à l'heure actuelle dans la circulaire Les écoles de l'Ontario, quel effet cela aura-t-il sur les crédits obligatoires?

A. À compter de septembre 1993, le programme de 9ᵉ année ne donnera droit à aucun crédit. Les exigences futures en ce qui concerne les crédits obligatoires pour l'obtention du diplôme seront définies lorsque les décisions en matière de politique seront prises pour les programmes de la 10ᵉ année jusqu'à la fin des études secondaires.

11. Q. Les orientations données dans la note Politique/Programmes nº 115 auront-elles une incidence sur la qualification requise des enseignantes et des enseignants en septembre 1993?

R. Non. La personne qui enseigne en 9ᵉ année ou qui donne un cours du palier secondaire qui est obligatoire pour l'obtention du Diplôme d'études secondaires de l'Ontario ou du certificat d'études doit détenir un brevet d'enseignement de l'Ontario valide ou une attestation de compétence.

12. Q. Lorsque les programmes de 9ᵉ année seront organisés de manière à intégrer les matières traditionnelles, des modifications seront-elles apportées à la qualification requise du personnel enseignant?

R. L'article 20 du Règlement 262 définit les exigences en ce qui concerne la qualification des enseignantes et des enseignants. À quelques exceptions près, ce règlement autorise l'affectation du personnel enseignant en fonction des besoins sur le plan des programmes; ainsi, il est possible de réunir les membres du personnel enseignant au sein de groupes interdisciplinaires. Bien qu'aucun changement n'ait encore été apporté aux exigences concernant la qualification des enseignantes et des enseignants, le ministère étudie l'incidence des changements apportés aux programmes et, au besoin, recommandera que des modifications soient apportées aux règlements pertinents.

credits will be defined when policy decisions are made about the program for Grade 10 to graduation.

11. Q. Will the policy directions outlined in Policy/Program Memorandum No. 115 affect teacher qualification requirements for September 1993?

    A. No. A teacher of Grade 9 or of any course that is part of a student's secondary school program requirement for the Ontario Secondary School Diploma or Certificate of Education must hold a valid Ontario Teacher's Certificate or Letter of Standing.

12. Q. When Grade 9 programs are organized in a manner that integrates the traditional subject areas, how will this affect teacher qualification requirements?

    A. Regulation 262, section 20, establishes the requirements for teacher qualifications. With some exceptions, this regulation permits teachers to be assigned according to program needs; for example, cross-disciplinary groupings of staff members may be established. Although no changes have yet been made to teacher qualification requirements, the ministry is examining the impact of program changes and will be recommending amendments to regulations as required.

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note n° 115A

Date d'émission : Le 2 novembre 1992

En vigueur : Jusqu'à abrogation ou modification

Objet : POLITIQUE RELATIVE AUX PROGRAMMES DES PALIERS ÉLÉMENTAIRE ET SECONDAIRE : 1er SUPPLÉMENT

À l'attention de :
Directrices et directeurs de l'éducation
Surintendantes et surintendants
Directrices et directeurs d'école

Référence : La présente s'ajoute à la note Politique/Programmes n° 115 émise le 15 juin 1992.

Comme l'indique la note Politique/Programmes n° 115, de nouvelles séries de questions et de réponses seront diffusées pour fournir plus de renseignements sur les changements apportés récemment à la politique relative aux programmes. Les cinq questions et réponses qui suivent constituent donc un complément aux sept questions et réponses publiées dans la note Politique/Programmes n° 115. D'autres séries semblables sont en cours d'élaboration. Pour faciliter le renvoi aux différentes questions et réponses, celles-ci sont numérotées de 8 à 12.

8. Q. Y aura-t-il en 1993 des critères à l'échelle de la province, du conseil scolaire local ou de l'école qui serviront à déterminer si les élèves ont terminé avec succès les programmes de 9e année sans niveau de difficulté?

R. Il appartiendra à la directrice ou au directeur de chaque école d'élaborer des critères permettant de déterminer les progrès des élèves conformément aux résultats d'apprentissage établis à l'échelle de la province.

9. Q. Si, durant l'année scolaire 1992-1993, des élèves de 9e année échouent à un ou à plusieurs cours donnés conformément aux lignes directrices de la circulaire Les écoles de l'Ontario aux cycles intermédiaire et supérieur, que pourront-ils faire pour satisfaire aux exigences de la 9e année?

R. La directrice ou le directeur d'école déterminera le type de programme qui pourra le mieux permettre aux élèves d'obtenir le nombre de crédits correspondant aux cours échoués. L'élève pourra par exemple suivre en partie un programme de 9e année sans niveau de difficulté offert en 1993, suivre des cours d'été portant sur les matières requises, faire le travail exigé par le biais d'études indépendantes ou participer à un programme conçus spécialement pour elle ou pour lui.

Ontario

Ministry of Education
and Training

Issued under the authority of the
Deputy Minister of Education and Training

Policy/Program Memorandum No. 115

Date of Issue: June 27, 1994

Effective: Until revoked or modified

Subject: PROGRAM POLICY FOR ELEMENTARY AND SECONDARY EDUCATION

Application: Directors of Education
Superintendents
Principals of Schools
Principals of Inspected Private Secondary Schools

References: This memorandum replaces Policy/Program Memoranda No. 115, June 15, 1992; No. 115A, November 2, 1992; and No. 115B, April 28, 1993; and clarifies sections of *Ontario Schools: Intermediate and Senior Divisions.*

Note: The contents of this memorandum should be brought to the attention of all elementary and secondary school teachers and administrators, especially those responsible for education of students in the Transition Years.

INTRODUCTION

This memorandum should be read in conjunction with *Transition Years, Grades 7, 8, and 9,*[1] *The Common Curriculum, Grades 1–9,*[2] and *Ontario Schools, Intermediate and Senior Divisions* (OSIS).[3]

The purpose of this memorandum is twofold:

a) to consolidate the policies in Policy/Program Memoranda Nos. 115 (1992), 115A, and 115B that are still relevant and that have not been incorporated into *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9;*

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[1] Ministry of Education, Ontario, *Transition Years, Grades 7, 8, and 9: Policies and Program Requirements* (Toronto: Ministry of Education, Ontario, 1992).

[2] Ministry of Education and Training, Ontario, *The Common Curriculum, Grades 1–9* (Toronto: Ministry of Education and Training, Ontario, February 1993).

[3] Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions, Grades 7–12/OACs: Program and Diploma Requirements*, rev. ed. (Toronto: Ministry of Education, Ontario, 1989).

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b) to clarify certain sections in OSIS in order to bring policies in OSIS into accord with policies set out in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

Policy/Program Memoranda Nos. 115 (1992), 115A, and 115B have been revoked because many of the policies set out in these documents are now contained in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

OSIS remains in effect, subject to the clarifications specified in this memorandum. These clarifications are required as a result of the changes to the program for Grades 7, 8, and 9 that came into effect on September 1, 1993, with the implementation of *Transition Years, Grades 7, 8, and 9*. The requirements in OSIS for the completion of the Ontario Secondary School Diploma (OSSD) apply to all students enrolled in secondary schools, including those enrolled in Grade 9 before September 1, 1993, and adult students in day programs or continuing education programs. This memorandum includes clarifications specifying the minimum number of compulsory and elective credits for an OSSD that students shall take beyond the Grade 9 program; these clarifications affect students entering Grade 9 on or after September 1, 1994.

CONSOLIDATION OF POLICIES FROM MEMORANDA NOS. 115 (1992), 115A, AND 115B

Grouping of Students from Junior Kindergarten to Grade 9

The organization of classes or courses from Junior Kindergarten to the end of Grade 9 shall not be determined according to perceived student ability. The needs of individual students may be accommodated through flexible groupings within and across classes and through an appropriate range of placements for exceptional students. The ministry is committed to increasing opportunities for the integration of exceptional students.

Implementation of the Transition Years Program and the Common Curriculum

By September 1, 1996, implementation of *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9* shall be accomplished.

Provincial Standards

The ministry is developing standards (formerly called benchmarks) for Grades 3, 6, and 9 in specific areas linked to the learning outcomes described in *The Common Curriculum, Grades 1–9*. The standards are descriptions of levels of performance and are intended to assist educators in determining the extent to which students have achieved the outcomes.

These standards are an important element in defining how students should be progressing, and may be used for reporting to parents. They will be used in province-wide reviews, and may also be used locally to conduct program reviews.

Provincial standards for mathematics will be adjusted to reflect the revisions to *The Common Curriculum, Grades 1–9* that are expected to be completed by the end of 1994. During the validation process for the provincial standards for language, any changes to the outcomes for language made through the revisions of *The Common Curriculum, Grades 1–9* will also be incorporated.

Completion of the Grade 9 Program

Each principal shall develop criteria for making decisions about student progress in accordance with learning outcomes set out in *The Common Curriculum, Grades 1–9*. Where a student does not complete the outcomes for Grade 9 within the school year, the principal shall determine, in consultation with the parents and the student and his or her teachers, what type of program would best enable him or her to achieve these outcomes. A student could, for example, continue in the Grade 9 program, attend summer school, enrol in a partial Grade 9 program in the subsequent year, complete the work through independent study, or complete a program developed expressly for him or her.

Adaptation of the Grade 9 Program

In consultation with the student and his or her parents and teachers, a principal may adapt an individual student's Grade 9 program to accommodate his or her unique abilities (for example, ability in mathematics or French as a second language) or his or her special needs (for example, the need to take English as a second language or Actualisation linguistique en français). Examples of adaptations include study of certain areas or topics in greater depth, substitution among learning outcomes or compulsory credit equivalents, and placement in a course in a higher grade. Beginning in September 1994, these adaptations would form part of a student's Grade 9 program; they would therefore be considered as part of the credit-equivalency value established by the school for reporting its Grade 9 program on the Ontario Student Transcript (OST), and would not be used to increase the overall credit-equivalency value set for the school.[4] Any such adaptations to a student's Grade 9 program shall be considered in planning his or her subsequent credit program leading to the OSSD; for example, a student who, at the time of entering Grade 10, can demonstrate the knowledge and skills associated with the completion of Grade 10 mathematics may be appropriately placed in a Grade 11 mathematics credit course.

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[4] On the OST, the code *QEV* followed by a number indicating the school's credit-equivalency value for the Grade 9 program will be used for recording a student's successful completion of the Grade 9 program.

Credits for Courses Beyond Grade 9 for Students in the Grade 9 Program

For students enrolled for the first time in the Grade 9 program, the principal may grant credits for courses in Grades 10 to 12 and for Ontario Academic Courses (OACs) in addition to the credit-equivalency value for the Grade 9 program, only where the length of the instructional program of each school day is scheduled for longer than the five-hour requirement set out in section 3(1) of Regulation 298.

CLARIFICATION OF SPECIFIC SECTIONS IN OSIS

Sections in OSIS that require clarification are listed and discussed below. All other sections in OSIS remain in effect.

3. School Curriculum and Program Requirements: Elementary (Grades 7 and 8)

3.4 The Instructional Program in Grades 7 and 8

This section no longer applies. The program and policies for Grades 7 and 8 are described in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

4. School Curriculum and Program Requirements: Secondary (Grades 9 to 12/OACs)

4.1 The Program in Grades 9 and 10

This section applies to Grade 10 only. The program and policies for Grade 9 are described in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

4.4 Granting Credits

Credits are granted in recognition of the successful completion of courses in Grades 10 to 12/OACs only.

4.5 Modules

This section, which deals with partial credits, applies only to Grades 10 to 12/OACs.

4.6 Levels of Difficulty

Levels of difficulty apply only to credit courses in Grades 10 to 12/OACs.

4.7 Curriculum Guidelines and Guideline Courses

Curriculum guidelines. The learning outcomes around which the educational programs offered in Grades 7, 8, and 9 shall be developed are found in *The Common Curriculum, Grades 1–9*. The content of the educational programs offered in Grades 10 to 12/OACs is authorized by the ministry's curriculum guidelines. Existing curriculum guidelines that describe policy and programs for Grades 7 to 9 may be used as resource documents only.

Guideline courses. Introductory courses authorized by curriculum guidelines (for example, courses in English as a second language, Actualisation linguistique en français, keyboarding, and music) may be offered as credit courses in Grades 10 to 12. Principals shall ensure that, when a student takes an introductory course for credit in Grades 10 to 12, it does not overlap with the Grade 9 program that the student has completed.

4.9 The Ontario Secondary School Diploma (OSSD)

An OSSD shall be granted to a student who has earned a minimum of 30 credits. In accordance with section 1.5 of *Transition Years, Grades 7, 8, and 9,* the principal of the school shall determine the equivalent credit value of the school's Grade 9 program and the remaining requirements – that is, compulsory and elective credits – for an OSSD. For students enrolled in Grade 9 on or after September 1, 1994, the minimum of 30 credits shall consist of the successful completion of: (a) the Grade 9 program, and (b) a minimum of 22 credits in Grades 10 to 12/OACs.

4.10 Diploma Requirements

Principals shall determine which compulsory credits (full or partial) students need to complete in Grades 10 to 12/OACs, and shall base their decision on the content of the school's Grade 9 program that has already been completed. For students enrolled in Grade 9 on or after September 1, 1994, at least 8 of the compulsory credits shall be taken in Grades 10 to 12/OACs.

4.12 Certificate of Education

For students enrolled in Grade 9 on or after September 1, 1994, the requirement of 14 credits shall be a combination of the credit-equivalency value for the Grade 9 program and 6 additional credits, one of which shall be an English credit in an English-language school or a français credit in a French-language school.

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4.14 Student Records and the Ontario Student Transcript

The principal shall determine the credit-equivalency value for the school's Grade 9 program that is to be recorded on the OST. The ministry's "List of Common Course Codes and Samples of Ontario Student Transcripts" illustrates how a student's Grade 9 program will be recorded on the OST. A student's completion or partial completion of the Grade 9 program shall be recorded in his or her Ontario Student Record (OSR) and on the OST in one of the following ways:

a) *Students who have completed the Grade 9 program.* The credit-equivalency value for the school's Grade 9 program and the number of compulsory credit equivalents completed shall be entered on the student's OST when the principal determines that the student has completed the program. The number and description of the compulsory credits still to be completed in Grades 10 to 12/OACs shall be attached to the student's final report card, which is a part of the OSR.

b) *Students who need to do additional work to complete the Grade 9 program.* No entry shall be made on the student's OST at the end of the Grade 9 school year. A description of the program that the student still has to complete shall be provided in sufficient detail to assist in the appropriate placement of the student, and shall be attached to the student's final report card, which is a part of the OSR. When the student has successfully completed the Grade 9 program, the school's credit-equivalency value and the number of compulsory credit equivalents completed shall be entered on the OST.

c) *Students who transfer to another school or who leave school within the Grade 9 year.* No entry shall be made on the student's OST at this time. The portion of the Grade 9 program, including compulsory components, still to be completed shall be described in sufficient detail to assist in the appropriate placement of the student when he or she transfers to another school or returns to school. This information shall be attached to the student's last report card, which is a part of the OSR.

4.15 School Course Calendars

The school course calendar shall contain a description of the Grade 9 program, the compulsory credit equivalents that are part of the program, and the school's credit-equivalency value for the program. It shall also contain an outline of the program that students must take to complete the OSSD requirements, including the compulsory credits (full or partial) that must form a part of that program.

6. Ways of Earning Credits

6.2 Credits for Elementary School Students

Because the program for Grades 7, 8, and 9 outlined in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9* is continuous in nature, some students in Grade 8 may achieve outcomes generally expected of students in Grade 9. The achievement of these outcomes should be described in sufficient detail and attached to the final report card so that the student's Grade 9 program may be appropriately planned. When elementary school students are permitted to take credit courses outside the school day (for example, courses in summer school), the principal shall ensure that the courses taken do not overlap with the Grade 9 program.

6.9 Non-Guideline Courses

This section applies only to non-guideline courses that may be offered in Grades 10 to 12.

6.10 Exemptions from Non-Guideline-Course Approval

This section applies only to programs offered in Grades 10 to 12.

6.14 Equivalent Standing for Mature Students

There is no change to the policy on equivalent-credit allowances. Any credits granted to mature students as part of their equivalent-credit allowances are applied towards the 30 credits required for the OSSD. An equivalent-credit allowance can include the credit-equivalency value of a school's Grade 9 program. For example, if a mature student with no previous credits is placed by the principal in a Grade 10 program, the credit-equivalency value of the school's Grade 9 program would constitute a portion of the student's maturity allowance, which is an allowance of up to 12 credits.

6.14 Équivalences accordées à l'élève d'âge adulte

Les lignes directrices concernant l'obtention d'équivalences n'ont pas changé. Les crédits accordés à l'élève adulte au titre de ses équivalences de crédits servent à l'obtention des trente crédits requis pour l'obtention du DESO. Les équivalences de crédits ainsi allouées peuvent comprendre la valeur équivalente en crédits du programme de 9^e année d'une école. Par exemple, si la direction de l'école place en 10^e année une ou un élève adulte n'ayant obtenu aucun crédit, l'équivalence en crédits du programme de 9^e année de l'école constituera une partie de l'équivalence accordée à l'élève et pourra comprendre jusqu'à 12 crédits.

c) *Élève qui change d'école ou qui quitte l'école au cours de la 9ᵉ année.* Aucune indication ne sera portée au relevé de notes de l'Ontario de l'élève. Pour faciliter le placement de l'élève lorsqu'elle ou il change d'école ou se réinscrit à l'école, on décrira en détail la portion du programme de 9ᵉ année que l'élève doit terminer, y compris les crédits obligatoires qu'elle ou il doit obtenir; on joindra cette description au bulletin scolaire le plus récent qui fait partir du DSO.

4.15 Prospectus des cours

Le prospectus des cours de l'école contiendra une description du programme de 9ᵉ année et indiquera le nombre de crédits obligatoires auquel équivaut le programme ainsi que l'équivalence en crédits de tout le programme. Il donnera aussi un aperçu du programme que l'élève doit suivre pour répondre aux exigences d'obtention du DESO et indiquera le nombre de crédits obligatoires (crédits entiers ou fractions de crédit) devant faire partie du programme.

6. L'obtention de crédits

6.2 Crédits accordés aux élèves des écoles élémentaires

Étant donné que le programme des 7ᵉ, 8ᵉ et 9ᵉ années décrit dans *Les années de transition* et *Le programme d'études commun* forme en soi un continuum, il est possible que des élèves de 8ᵉ année atteignent les résultats généralement attendus des élèves de 9ᵉ année. Il conviendra de décrire en détail les résultats atteints et de joindre cette description au bulletin final des élèves en question pour que l'on puisse bien planifier le programme de 9ᵉ année de ces élèves. Lorsque des élèves du palier élémentaire sont autorisés à suivre des cours ouvrant droit à des crédits en d'autres temps que durant les jours de classe (par exemple, des cours d'été), la directrice ou le directeur doit s'assurer qu'il n'y a pas chevauchement avec le programme de 9ᵉ année.

6.9 Cours non fondés sur des programmes-cadres

Cette section ne s'applique qu'aux cours non fondés sur des programmes-cadres pouvant être offerts de la 10ᵉ à la 12ᵉ année.

6.10 Cours non fondés sur des programmes-cadres, dispensés d'une autorisation

Cette section ne s'applique qu'aux programmes offerts de la 10ᵉ à la 12ᵉ année.

4.10 Conditions d'obtention du DESO

La direction de l'école déterminera quels sont les crédits obligatoires (crédits entiers et fractions de crédit) que les élèves doivent obtenir de la 10^{e} à la 12^{e} année et pendant les CPO; pour prendre cette décision, on se fondera sur le contenu du programme de 9^{e} année suivi par les élèves. Les élèves qui ont commencé la 9^{e} année le 1er septembre 1993 ou à une date ultérieure devront obtenir au moins huit crédits obligatoires de la 10^{e} à la 12^{e} année et pendant les CPO.

4.12 Certificat d'études

Dans le cas des élèves qui ont commencé la 9^{e} année le 1er septembre 1994 ou à une date ultérieure, les 14 crédits à obtenir seront une combinaison de l'équivalence en crédits du programme de 9^{e} année et de six autres crédits, dont l'un devra être un crédit de français dans les écoles de langue française ou d'English dans les écoles de langue anglaise.

4.14 Dossier et relevé de notes de l'élève

La direction de l'école déterminera l'équivalence en crédits du programme de 9^{e} année de l'école qui apparaîtra sur le relevé de notes de l'Ontario. Le document «Listes des codes des cours et des exemples de relevés de notes de l'Ontario» indique comment inscrire sur le relevé de notes la valeur en crédits du programme de 9^{e} année. Il faudra inscrire la valeur en crédits du programme de 9^{e} année suivi en entier ou en partie par l'élève sur son dossier scolaire de l'Ontario (DSO) et sur son relevé de notes de l'Ontario. On procédera de la façon suivante :

a) *Élève ayant terminé le programme de 9^{e} année.* L'équivalence en crédits du programme de 9^{e} année de l'école et l'équivalence en crédits obligatoires des cours suivis par l'élève figurent sur le relevé de notes de l'Ontario de l'élève lorsque, de l'avis de la direction de l'école, l'élève a terminé le programme en question. On joindra le nombre et la description des crédits obligatoires que l'élève devra obtenir à compter de la 10^{e} année à son dernier bulletin qui fait partie de son DSO.

b) *Élève devant faire des travaux supplémentaires pour terminer le programme de 9^{e} année.* Aucune indication spéciale ne figurera sur le relevé de notes de l'Ontario à la fin de la 9^{e} année. Pour faciliter le placement de l'élève, on joindra une description détaillée du programme que l'élève doit terminer à son dernier bulletin qui fait partie de son DSO. Lorsque l'élève aura terminé avec succès le programme de 9^{e} année, on inscrira l'équivalence en crédits du programme et l'équivalence en crédits obligatoires sur son relevé de notes.

4.5 Modules

Cette section qui porte sur les fractions de crédit ne s'applique que de la 10e année aux CPO.

4.6 Niveaux de difficulté

Les niveaux de difficulté ne s'appliquent qu'aux cours de la 10e à la 12e année ouvrant droit à des crédits et aux CPO.

4.7 Programmes-cadres et cours fondés sur des programmes-cadres

Programmes-cadres. Les résultats d'apprentissage autour desquels se fera l'élaboration des programmes d'enseignement de la 7e, 8e et 9e année se trouvent dans *Le programme d'études commun.* Le contenu des programmes d'enseignement offerts de la 10e à la 12e année et dans le cadre des CPO se fonde sur les programmes-cadres du ministère. Les programmes-cadres existants qui décrivent les lignes directrices et les programmes pour les 7e, 8e et 9e années ne pourront servir qu'à titre de guides pédagogiques.

Cours fondés sur des programmes-cadres. Les cours d'initiation fondés sur des programmes-cadres, comme les cours d'actualisation linguistique en français, de clavigraphie et de musique, peuvent ouvrir droit à des crédits de la 10e à la 12e année. La direction de l'école s'assurera, lorsqu'une ou un élève suit un cours d'initiation ouvrant droit à des crédits en 10e, 11e ou 12e année, que ce cours ne reprend pas la matière du programme de 9e année que l'élève a terminé.

4.9 Le diplôme d'études secondaires de l'Ontario (DESO)

Le ministère décernera le DESO à l'élève qui aura accumulé 30 crédits au minimum. Conformément à la section 1.5 du document *Les années de transition*, la directrice ou le directeur de l'école doit déterminer l'équivalence en crédits de l'ensemble du programme de 9e année offert à son école, de même que le nombre de crédits obligatoires et optionnels que chaque élève doit accumuler pendant le reste de ses études pour obtenir le DESO. Les élèves qui auront commencé le programme de 9e année le 1er septembre 1994 ou à une date ultérieure obtiendront ces 30 crédits après avoir a) terminé avec succès le programme de 9e année et b) accumulé 22 crédits au minimum de la 10e à la 12e année et dans le cadre des CPO.

compétences habituellement acquises au terme de la 10^e année pourra suivre un cours de mathématiques de 11^e année ouvrant droit à des crédits.

Octroi à des élèves de 9^e année de crédits pour des cours de 10^e année et des années supérieures

La direction de l'école peut accorder aux élèves qui suivent pour la première fois le programme de 9^e année des crédits pour des cours de 10^e, 11^e et 12^e année et pour des cours préuniversitaires de l'Ontario (CPO), en plus de la valeur équivalente en crédits du programme de 9^e année, à condition que la durée du programme d'enseignement de chaque journée scolaire dépasse les cinq heures exigées au paragraphe 3(1) du Règlement 298.

CLARIFICATION DE CERTAINES SECTIONS DE LA CIRCULAIRE *LES ÉCOLES DE L'ONTARIO*

Les sections de la circulaire *Les écoles de l'Ontario* qu'il importe de clarifier figurent dans les pages qui suivent, accompagnées de commentaires pertinents. Les autres sections de la circulaire demeurent en vigueur.

3. Le programme scolaire et le programme de l'élève au palier élémentaire (7^e et 8^e année)

3.4 Le programme de l'élève en 7^e et en 8^e année

Cette section n'est plus en vigueur. Le programme de 7^e et 8^e année et les lignes directrices qui s'y rattachent sont décrits dans les documents *Les années de transition* et *Le programme d'études commun.*

4. Le programme scolaire et le programme de l'élève au palier secondaire (9^e à 12^e année et CPO)

4.1 Le programme de l'élève en 9^e et en 10^e année

Cette section ne s'applique qu'à la 10^e année. Le programme de 9^e année et les lignes directrices qui s'y rattachent sont décrits dans les documents *Les années de transition* et *Le programme d'études commun.*

4.4 L'obtention de crédits

L'élève n'obtient des crédits qu'après avoir terminé avec succès des cours en 10^e, 11^e et 12^e année et des CPO.

déterminer dans quelle mesure les élèves ont atteint les résultats visés. Elles permettront dans une grande mesure de déterminer les progrès attendus des élèves, et on pourra s'en servir au moment de rendre des comptes aux parents. On pourra également s'en servir lors des enquêtes provinciales et des enquêtes locales sur les programmes.

Les normes provinciales de mathématiques seront modifiées pour refléter les modifications qui seront apportées au document *Le programme d'études commun* d'ici la fin de 1994. Lors de l'examen critique des normes provinciales de français, on incorporera les changements apportés aux résultats d'apprentissage de la langue à la suite de la révision du *Programme d'études commun.*

Programme de 9e année

Il incombera à la direction de l'école de fixer des critères pour évaluer le cheminement des élèves par rapport aux résultats d'apprentissage énoncés dans *Le programme d'études commun.* Si une ou un élève n'atteint pas les résultats prévus pour la 9e année pendant l'année scolaire, la direction de l'école déterminera, en consultation avec les parents, l'élève et ses enseignantes et enseignants, le type de programme qui lui permettra le mieux d'atteindre ces résultats. L'élève pourra, par exemple, continuer de suivre le programme de 9e année, suivre des cours d'été, s'inscrire à un certain nombre de cours de 9e année durant l'année scolaire subséquente, terminer le travail requis par le biais d'études indépendantes ou suivre un programme conçu à son intention.

Adaptation du programme de 9e année

En collaboration avec l'élève, ses parents et ses enseignantes et enseignants, la direction de l'école peut adapter le programme de 9e année aux aptitudes particulières de l'élève (par exemple, en mathématiques ou en musique) ou à ses besoins particuliers (par exemple, en actualisation linguistique en français ou en anglais langue seconde). On pourra ainsi lui faire étudier certaines matières ou certains sujets plus en profondeur, faire une substitution de résultats d'apprentissage ou de cours obligatoires qui donnent droit à des équivalences de crédits, ou lui faire suivre un cours à une année d'études plus avancée. À compter de septembre 1994, ces adaptations feront partie du programme de 9e année et on devra en tenir compte au moment d'établir l'équivalence en crédits[4] du programme qui doit apparaître sur le relevé de notes de l'Ontario de l'élève; cependant, on ne pourra utiliser ces adaptations pour augmenter l'équivalence globale en crédits déterminée pour l'école. Il faudra tenir compte des adaptations apportées au programme de 9e année de l'élève au moment de planifier les cours ouvrant droit à des crédits qu'elle ou il suivra par la suite pour obtenir le DESO. Ainsi, l'élève qui, au début de la 10e année, possède manifestement les connaissances et les

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[4] Sur le relevé de notes de l'Ontario, le code QEV suivi d'un nombre indique l'équivalence en crédits du programme de 9e année. On utilisera ce code pour indiquer qu'une ou un élève a terminé le programme avec succès.

b) clarifier certaines sections de la circulaire *Les écoles de l'Ontario* pour que les lignes directrices qui y sont énoncées correspondent à celles qui sont énoncées dans *Les années de transition* et dans *Le programme d'études commun.*

Les notes Politique / Programmes n^{os} 115 (1992), 115A et 115B ont été abrogées, car un grand nombre des lignes directrices qui y sont énoncées figurent maintenant dans *Les années de transition* et dans *Le programme d'études commun.*

La circulaire *Les écoles de l'Ontario* demeure en vigueur, sous réserve des clarifications faites dans la présente. Ces clarifications résultent des changements apportés au programme des 7^{e}, 8^{e} et 9^{e} années entrés en vigueur le 1er septembre 1993 lors de la mise en œuvre du document *Les années de transition.* Les exigences énoncées dans la circulaire *Les écoles de l'Ontario* relativement à l'obtention du diplôme d'études secondaires de l'Ontario (DESO) s'appliquent à l'ensemble des élèves des écoles secondaires, y compris celles et ceux qui s'étaient inscrits en 9^{e} année avant le 1er septembre 1993 et les élèves adultes des écoles de jour et des programmes de formation continue. Les clarifications apportées ici portent sur le nombre minimal de crédits obligatoires et optionnels que les élèves doivent obtenir au-delà de la 9^{e} année pour obtenir le DESO. Ces précisions s'appliquent aux élèves qui s'inscriront en 9^{e} année à compter du 1er septembre 1994.

REFONTE DES LIGNES DIRECTRICES ÉNONCÉES DANS LES NOTES N^{os} 115 (1992), 115A ET 115B

Regroupement des élèves de la maternelle à la 9^{e} année

De la maternelle à la 9^{e} année, l'organisation des classes et des cours ne se fera pas en fonction du niveau perçu de compétence des élèves. Un regroupement flexible des élèves au sein des classes et le placement approprié des élèves en difficulté permettront de répondre aux besoins de chaque élève. Le ministère entend d'ailleurs favoriser davantage l'intégration des élèves en difficulté.

Mise en œuvre du programme des années de transition et du programme d'études commun

La mise en œuvre des documents *Les années de transition* et *Le programme d'études commun* doit se faire d'ici le 1er septembre 1996.

Normes provinciales

Le ministère procède à l'élaboration de normes (auparavant appelées seuils-repères) pour les 3^{e}, 6^{e} et 9^{e} années qui s'appliqueront à des domaines précis liés aux résultats d'apprentissage énoncés dans *Le programme d'études commun, de la 1re à la 9^{e} année.* Ces normes, qui décrivent des niveaux de performance, ont pour but d'aider les éducatrices et les éducateurs à

Ontario
Ministère de l'Éducation
et de la Formation

Directives émanant du sous-ministre
de l'Éducation et de la Formation

Politique / Programmes
Note n° 115

Date d'émission : Le 27 juin 1994

En vigueur : Jusqu'à abrogation ou modification

Objet : POLITIQUE RELATIVE AUX PROGRAMMES DES PALIERS ÉLÉMENTAIRE ET SECONDAIRE

À l'attention de :
Directrices et directeurs de l'éducation
Surintendantes et surintendants
Directrices et directeurs d'école
Directrices et directeurs d'écoles secondaires privées inspectées

Référence : La présente note remplace les notes Politique / Programmes n^{os} 115, émise le 15 juin 1992, 115A, émise le 2 novembre 1992, et 115B, émise le 28 avril 1993; elle clarifie aussi des sections de la circulaire *Les écoles de l'Ontario aux cycles intermédiaire et supérieur*.

Remarque : Prière de porter le contenu de la présente à l'attention de tout le personnel enseignant et administratif des écoles élémentaires et secondaires, en particulier le personnel responsable de l'enseignement aux élèves durant les années de transition.

INTRODUCTION

Il faut lire la présente de pair avec les documents *Les années de transition : 7^{e}, 8^{e} et 9^{e} années*[1], *Le programme d'études commun, de la 1re à la 9^{e} année*[2] et *Les écoles de l'Ontario aux cycles intermédiaire et supérieur*[3].

La présente vise deux buts :

a) refondre les lignes directrices énoncées dans les notes Politique / Programmes n^{os} 115 (1992), 115A et 115B qui sont toujours d'actualité et qui n'ont pas été incorporées dans *Les années de transition* ni dans *Le programme d'études commun*.

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[1] Ministère de l'Éducation, Ontario, *Les années de transition : 7^{e}, 8^{e} et 9^{e} années. Directives et modalités d'application, 1992* (Toronto, Imprimeur de la Reine, 1992). Titre abrégé : *Les années de transition*.

[2] Ministère de l'Éducation et de la Formation, Ontario, *Le programme d'études commun, de la 1re à la 9^{e} année* (Toronto, Imprimeur de la Reine, février 1993). Titre abrégé : *Le programme d'études commun*.

[3] Ministère de l'Éducation, Ontario, *Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7^{e} à 12^{e} année et CPO). La préparation au diplôme d'études secondaires de l'Ontario, 1989, Édition revue* (Toronto, Imprimeur de la Reine, 1989). Titre abrégé : *Les écoles de l'Ontario*.

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 115

Date of Issue: June 15, 1992

Effective: Until revoked or modified

Subject: PROGRAM POLICY FOR ELEMENTARY AND SECONDARY EDUCATION

Application:
Directors of Education
Superintendents
Principals of Schools

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1. Introduction

This memorandum contains policy statements and related information about changes that have been announced regarding elementary and secondary school programs. These statements reflect the ministry's emphasis on excellence, equity, accountability, and partnerships, and they represent important steps in the continuing reform of education programs in Ontario. This information will assist in planning for the 1992-93 and 1993-94 school years.

Some details concerning the policy statements are contained in the attached Questions and Answers, which are an integral part of this policy/program memorandum. Policy statements providing more details on the changes will be issued during the 1992-93 school year.

2. Elementary and Secondary School Programs

All school boards shall offer half-day Kindergarten programs by September 1992 and half-day Junior Kindergarten programs beginning no later than September 1994. Where space is available, boards may offer full-day Kindergarten programs. Through its regional offices, the ministry will continue to consider proposals from school boards wishing to implement acceptable alternatives to traditional Junior Kindergarten programs.

In the fall of 1992, the ministry will be releasing draft curriculum documents that will include core learning outcomes for all students in programs up to and including Grade 9. These documents will include a technological education component from Junior Kindergarten to the end of Grade 9.

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5. Q. Quel sera l'effet de ces changements sur les élèves adultes qui suivront des cours de 9e année ouvrant droit à des crédits et offerts par l'entremise du Centre d'études indépendantes (CEI) et des programmes de formation continue des conseils scolaires?

R. Le directeur ou la directrice de l'école en question ou la directrice du CEI examinera le dossier de l'élève et déterminera le nombre de crédits nécessaires pour l'obtention du DESO.

6. Q. Les adultes qui reprendront leurs études secondaires en 1992-1993 pourront-ils encore se voir accorder des équivalences à titre d'élèves d'âge adulte, comme celles décrites dans la section 6.14 de la circulaire EOCIS?

R. Oui. Les directeurs et directrices d'écoles pourront continuer à appliquer la disposition 6.14 de la circulaire.

7. Q. Pour l'année scolaire 1992-1993, comment les écoles n'observant pas le nombre d'heures minimal par domaine d'étude prescrit dans la circulaire EOCIS rempliront-elles les exigences en matière d'heures d'enseignement qui s'appliquent au français langue seconde?

R. Les directeurs et directrices d'école devront voir à ce que le programme de français langue seconde comprenne des activités d'apprentissage qui satisfont aux exigences actuelles en matière de nombre d'heures.

Si vous jugez d'autres questions dignes de considération, veuillez les communiquer au bureau régional approprié du ministère.

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North York (Ontario)
M2J 1W4

Est de l'Ontario
1580, chemin Merivale
4e étage
Nepean (Ontario)
K2G 4B5

Centre nord de l'Ontario
199, rue Larch
7e étage
Sudbury (Ontario)
P3E 5P9

Nord-est de l'Ontario
447, avenue McKeown
C.P. 3020
North Bay (Ontario)
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Nord-ouest de l'Ontario
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C.P. 5000
Thunder Bay (Ontario)
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759, chemin Hyde Park
London (Ontario)
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In September 1993, the following policies will come into effect:

- The program for Grades 7, 8, and 9 shall be organized according to core learning outcomes and to an appropriate range of optional learning outcomes that can be achieved through activities that extend the depth and breadth of the core curriculum.

- The minimum amounts of instructional time that are given in section 3.4 of Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989, revised edition (OSIS), for each study area in Grades 7 and 8 will no longer apply.

- No credits shall be assigned to the program offered in Grade 9.

- The organization of classes or courses from Junior Kindergarten to the end of Grade 9 shall not be determined according to perceived student ability. The needs of individual students may be accommodated through flexible groupings within and across classes and through an appropriate range of placements for exceptional pupils.

- The Grade 9 program shall no longer be organized according to the levels of difficulty, which are defined in OSIS.

Implementation of the new curriculum for Grades 7, 8, and 9 shall begin no later than September 1993, and full implementation must be accomplished within three years.

Funds will be made available in the 1992-93 school year for the in-service professional development of teachers involved in the new programs for Grades 7, 8, and 9.

Program decisions for Grade 10 to graduation will be made during the fall of 1992, after the consultations that are currently under way are completed.

Options for teacher education, including in-service professional development for teachers, are under consideration and will provide a strong basis to support the implementation of these new policies. A consultation paper outlining these options will be distributed in the fall of 1992.

Le programme sera représenté dans le Relevé de notes de l'Ontario comme suit :

— Chacune des matières que comprend le programme figurera sur le Relevé.

— Le code de cours pour chacune de ces matières comprendra la lettre « W » en guise de niveau de difficulté.

— Les cours qui satisfont aux critères pour l'obtention de crédits obligatoires apparaîtront dans la colonne appropriée du Relevé.

— Des notes peuvent être attribuées pour chacune des matières que comprend le programme.

— Le Relevé de notes de l'Ontario devra inclure l'énoncé suivant : « Le programme de 9^e^ année sans niveau de difficulté qu'a terminé l'élève lui donne droit à des équivalences de crédits, soit un total de _____ crédits. »

3. Q. À quelles parties de la circulaire EOCIS sera-t-il permis de déroger pendant l'année scolaire 1992-1993?

R. Il sera permis de déroger à la partie de la section 3.4 qui exige un nombre minimal d'heures d'enseignement par domaine d'étude en 7^e et 8^e année. Dans les cas des élèves inscrits à des programmes de 9^e année sans niveau de difficulté, il sera permis de laisser tomber toute allusion aux niveaux de difficulté dans les cours de 9^e année.

4. Q. Quel est l'état des programmes-cadres actuels par rapport aux 7^e, 8^e et 9^e années?

R. a) Dans le cas des écoles qui fonctionneront conformément à la circulaire EOCIS pendant l'année scolaire 1992-1993, les programmes-cadres constitueront toujours les énoncés de politique pour le programme de 7^e, 8^e et 9^e année.

b) Dans le cas des écoles offrant un programme de 9^e année sans niveau de difficulté en 1992-1993, les programmes-cadres actuels devraient servir de guide pour l'élaboration de programmes.

3. Provincial Benchmarks

Provincial benchmarks are standards by which Ontario students' performance with respect to learning outcomes will be evaluated at certain stages in the students' education. Benchmarks will be used in Provincial Reviews to evaluate achievement of learning outcomes at the provincial level. They may also serve as reference points for local program reviews.

A framework for the development of benchmarks has been established. Using this framework, the ministry has produced a draft set of provincial benchmarks for mathematics for Grades 3, 6, and 9. These draft materials are being distributed to school boards in June 1992 for validation and refinement. The development of provincial benchmarks in English and français for Grades 3, 6, and 9 will begin in September 1992.

4. Exceptional Pupils

The ministry is committed to increasing opportunities for the integration of exceptional pupils into regular classrooms in local community schools. Consultation on ways of integrating exceptional pupils is taking place. This consultation is based on the premise that the integration of exceptional pupils into local classrooms should be the norm in Ontario, wherever possible, when such a placement meets the pupil's needs and when it is made in accordance with parental wishes. School boards are expected to begin implementing these changes no later than September 1993.

QUESTIONS ET RÉPONSES

La présente série de questions et réponses a été préparée pour aider les directeurs et directrices d'école et le personnel enseignant à planifier l'année scolaire 1992-1993. Des séries de questions et réponses supplémentaires seront préparées et distribuées au fur et à mesure qu'elles seront prêtes.

1. Q. Quelles options sont permises pour les programmes de 7^e^, 8^e^ et 9^e^ année dans le cas des écoles ayant prévu d'offrir des programmes modifiés dès 1992-1993?

R. Voici les options permises :

a) Les écoles peuvent offrir, en 7^e^ et 8^e^ année, des programmes qui n'observent pas le nombre minimal d'heures d'enseignement par domaine d'étude prescrit dans la section 3.4 de la circulaire EOCIS.

b) Les écoles peuvent offrir un programme de 9^e^ année dans lequel il est possible de suivre quelques cours sans niveau de difficulté ouvrant droit à des crédits. Dans ce cas, la lettre « W » occupera la place du niveau de difficulté dans le code du cours.

c) Les écoles peuvent offrir un programme de 9^e^ année exempt de tout niveau de difficulté et ne donnant pas droit à des crédits.

Toutes les autres écoles continueront à fonctionner conformément aux exigences de la circulaire EOCIS.

2. Q. Dans le cas de l'option c) précédente, quelles seront les conditions d'obtention du diplôme d'études secondaires, et comment le programme de l'élève sera-t-il décrit dans le Relevé de notes de l'Ontario?

R. Dans une école où des élèves terminent avec succès un programme de 9^e^ année sans niveau de difficulté, le directeur ou la directrice de l'école déterminera les équivalences de crédits du programme, ainsi que le nombre de crédits obligatoires que chaque élève devra obtenir pendant les années subséquentes pour avoir droit au diplôme d'études secondaires de l'Ontario (DESO), conformément à la section 4.10 de la circulaire EOCIS.

QUESTIONS AND ANSWERS

This set of questions and answers has been developed to assist principals and teachers in planning for the 1992-93 school year. Additional sets of questions and answers will be prepared and distributed as they become available.

1. Q. What program options for Grades 7, 8, and 9 are authorized for those schools that have already planned to offer alternative programs in 1992-93?

   A. The following programs are permitted:

   a) Schools may offer programs in Grades 7 and 8 that are not restricted by the time allocations for prescribed study areas given in section 3.4 of OSIS.

   b) Schools may offer a program in Grade 9 in which some non-streamed Grade 9 credits are available. In these cases, "W" will be used for level of difficulty in the course code.

   c) Schools may offer a non-streamed program in Grade 9 in which credits are not given.

   All other schools shall continue to operate under the program and diploma requirements described in OSIS.

2. Q. For option (c) above, what will the diploma requirements be, and how will the student's program be described on the Ontario Student Transcript (OST)?

   A. The principal of a school in which students successfully complete a non-streamed program in Grade 9 shall determine the equivalent credit value of the program and shall also determine for each student the remaining number of compulsory credits required for an Ontario Secondary School Diploma (OSSD), according to section 4.10 of OSIS.

   The program will be shown on the OST as follows:

   - Each of the subjects within the program will be listed.
   - The course code for these subjects will include a "W" for the level of difficulty.
   - Courses that fulfil compulsory credit requirements will be listed in the appropriate column on the OST.

3. Seuils-repères provinciaux

Les seuils-repères provinciaux sont des normes selon lesquelles le rendement des élèves de l'Ontario en ce qui concerne les résultats escomptés sera évalué à certaines étapes des études élémentaires et secondaires. Les seuils-repères seront utilisés lors des enquêtes provinciales pour évaluer ce même rendement à l'échelle provinciale. Ils pourront également servir de points de référence pour l'évaluation des programmes à l'échelle locale.

Un cadre de référence pour l'élaboration des seuils-repères provinciaux a été établi. Il a permis au ministère de préparer un ensemble de seuils-repères préliminaires pour les mathématiques en 3^e, 6^e et 9^e année. Les conseils scolaires recevront ce matériel sous forme d'ébauche en juin 1992, à des fins d'examen critique et de mise au point. L'élaboration des seuils-repères provinciaux pour les cours de français et d'English en 3^e, 6^e et 9^e année commencera en septembre 1992.

4. Élèves en difficulté

Le ministère tient à accroître, pour les élèves en difficulté, les possibilités d'intégration dans les classes ordinaires des écoles communautaires locales. Une consultation portant sur les façons d'intégrer ces élèves a été amorcée. Cette consultation est basée sur le principe selon lequel l'intégration des élèves en difficulté dans les classes locales devrait être la norme en Ontario, là où cela est possible, lorsqu'un tel placement répond aux besoins de l'élève et correspond au choix des parents. Les conseils scolaires sont censés mettre en oeuvre les premières mesures à cette fin d'ici septembre 1993.

- Marks may or may not be assigned to each subject within the program.
- The OST shall contain the following statement: "The non-streamed Grade 9 program completed by this student provides a credit equivalency of ___ credits."

3. Q. Which parts of OSIS may be waived during the 1992-93 school year?

   A. The part of section 3.4 that requires minimum amounts of instructional time for each study area in Grades 7 and 8 may be waived. For students in non-streamed programs in Grade 9, all references to levels of difficulty in Grade 9 courses may be waived.

4. Q. What is the status of current curriculum guidelines as they relate to Grades 7, 8, and 9?

   A. a) For schools that will still operate under OSIS during the 1992-93 school year, the current guidelines will still be the policy documents for the program for Grades 7, 8, and 9.

   b) For schools that will offer a non-streamed program in Grade 9 in 1992-93, the current guidelines should be used as a resource for developing programs.

5. Q. How will adult students taking Grade 9 courses in 1992-93 offered for credit through the Independent Learning Centre (ILC) and through school board continuing education programs be affected?

   A. The Director of ILC or the school principal shall examine the student's record and determine the number of credits required for an OSSD.

6. Q. Will the allowances for mature students that are described in section 6.14 of OSIS continue to be available to adults returning to continue their secondary education in 1992-93?

   A. Yes. Principals may still apply this provision, as described in section 6.14 of OSIS.

À l'automne de 1992, le ministère diffusera des documents pédagogiques à l'état d'ébauches qui comprendront les résultats de base escomptés pour tous les élèves, de la maternelle à la fin de la 9e année. Ces documents comporteront un volet d'éducation technologique pour toutes ces années d'études.

Voici les changements d'orientation qui entreront en vigueur en septembre 1993 :

— Le programme de 7e, 8e et 9e année sera organisé en fonction de résultats de base escomptés et d'une gamme appropriée de résultats facultatifs qui pourront être atteints par l'entremise d'activités destinées à développer et à approfondir les notions du programme de base.

— Le nombre minimal d'heures d'enseignement stipulé dans la section 3.4 de la circulaire EOCIS pour chaque domaine d'étude en 7e et 8e année n'aura plus cours. Le nom officiel de ladite circulaire est : Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7e à 12e année et CPO) : La préparation au diplôme d'études secondaires de l'Ontario, 1989 (édition revue).

— Les cours offerts en 9e année ne donneront pas droit à des crédits.

— L'organisation des classes ou des cours de la maternelle à la fin de la 9e année ne sera pas déterminée en fonction des capacités apparentes des élèves. Un regroupement flexible des élèves et le recours à une gamme appropriée de placements pour les élèves en difficulté pourront servir à répondre aux besoins de chaque élève.

— Le programme de 9e année ne sera plus organisé selon les niveaux de difficulté établis dans la circulaire EOCIS.

La mise en oeuvre du nouveau programme de 7e, 8e et 9e année devra commencer en septembre 1993 au plus tard et se réaliser en trois ans.

Pendant l'année scolaire 1992-1993, des fonds seront affectés au perfectionnement en cours d'emploi du personnel enseignant chargé des nouveaux programmes de 7e, 8e et 9e année.

Les décisions concernant les autres années d'études, de la 10e année jusqu'à l'obtention du diplôme seront prises à l'automne de 1992, une fois le processus de consultation terminé.

Diverses possibilités de formation à l'intention du personnel enseignant, y compris le perfectionnement professionnel en cours d'emploi, sont à l'étude et assureront un appui important pour la mise en oeuvre des nouvelles orientations. Un document de consultation décrivant les options considérées sera diffusé à l'automne de 1992.

7. Q. For 1992-93, how will the time requirements for French as a second language be met in those schools offering programs not restricted by the time allocations for prescribed study areas that are described in OSIS?

A. Principals shall ensure that the French-as-a-second-language program includes learning activities that fulfil the requirements that are currently expressed in terms of number of hours.

If there are further questions that should be considered, please submit them to the appropriate ministry regional office.

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Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note n° 115

Date d'émission : le 15 juin 1992

En vigueur : jusqu'à abrogation ou modification

Objet : POLITIQUE RELATIVE AUX PROGRAMMES DES PALIERS ÉLÉMENTAIRE ET SECONDAIRE

À l'attention des : Directeurs et directrices de l'éducation
Surintendants et surintendantes
Directeurs et directrices d'école

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1. Introduction

La présente note renferme des énoncés de politique et des renseignements connexes sur les changements annoncés concernant les programmes des paliers élémentaire et secondaire. Ces énoncés reflètent l'accent que met le ministère sur l'excellence, l'équité, la responsabilité et le partenariat et représentent des étapes importantes dans la poursuite de la refonte des programmes d'enseignement en Ontario. Les renseignements fournis dans les présentes aideront à planifier les années scolaires 1992-1993 et 1993-1994.

Quelques détails concernant les énoncés de politique se retrouvent dans les questions et réponses ci-incluses, qui font partie intégrante de la présente note Politique/Programmes. Des énoncés de politique plus détaillés portant sur les changements seront diffusés pendant l'année scolaire 1992-1993.

2. Programmes des paliers élémentaire et secondaire

Tous les conseils scolaires sont tenus d'offrir des programmes de jardin d'enfants d'une demi-journée à compter de septembre 1992 et des programmes de maternelle d'une demi-journée à compter de septembre 1994. Les conseils pourront offrir des programmes de jardin d'enfants d'une journée complète s'ils ont l'espace pour le faire. Par l'entremise de ses bureaux régionaux, le ministère continuera à considérer les propositions de la part des conseils scolaires qui désirent mettre en oeuvre des solutions de rechange acceptables pour remplacer les programmes de maternelle traditionnels.

No: 115B

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MEMORANDUM TO: Directors of Education
Superintendents
Principals of Schools

FROM: Carola Lane
Assistant Deputy Minister of Education
Education Programs and Services Division

DATE: April 16, 1993

SUBJECT: **Transition Years, Operational Issues, Student Progress from Grade 1 to 9**

Policy/Program Memorandum No. 115B, which is enclosed, provides a set of nine questions and answers dealing with operational issues related to the Transition Years. This set supplements the twelve questions and answers published in Policy/Program Memoranda Nos. 115 and 115A.

Some of the questions and answers deal with information to be recorded on the Ontario Student Transcript. Details in this regard, including the method of recording the Grade 9 program on the Ontario Student Transcript, will be forwarded to schools in the near future along with the most recent update of Common Course Codes.

The shift to an outcomes-based curriculum and new policies for Grade 9 have raised questions with regard to decisions about student progress and the recording and reporting of student achievement. Some of these questions are answered in the enclosed Policy/Program Memorandum. The following provides further details on related issues.

REF
370.9713
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Par conséquent, il est important que les directrices et directeurs d'école et le personnel enseignant continuent de communiquer à chaque élève et à ses parents les progrès réalisés dans l'atteinte des résultats d'apprentissage visés. L'uniformité dans les attentes et dans le degré d'efficacité en matière d'évaluation des progrès des élèves est essentielle. Une communication constructive et une bonne planification contribueront, elles aussi, au succès de chaque élève.

J'espère que ces renseignements vous aideront à planifier des programmes scolaires efficaces.

Carola Lane

When teaching strategies and learning activities do not result in achievement of some outcomes for a student, a plan of action should be developed in collaboration with the student and his or her parent(s). This plan would include a clear list of alternatives to be pursued should the intended learning still not take place.

Counselling and planning should be ongoing and should not be restricted to occurring at the end of a school year or at the end of certain grades. The decisions about progress from Grade 9 to Grade 10, for example, should not be more rigid than decisions about progress from Grade 5 to Grade 6, or from Grade 8 to Grade 9.

Year end decisions do, however, require special considerations. With that in mind, the following are examples of alternatives for dealing specifically with student progress from one grade to another. These are intended as examples of options that could be considered if the plan developed in collaboration with the student and parents is unsuccessful in helping the student achieve expected learning:

Possible Alternatives	Additional Considerations
continuing in the same grade	need for special support and new learning activities related to unachieved outcomes possibility of provision for proceeding to the next grade as soon as outcomes are achieved
proceeding with only part of the next grade	need for special support and plan for continued work on the unachieved outcomes
proceeding to the next grade level	need for special support to ensure that the activities in the next grade contribute to the accomplishment of the outcomes that remain inadequately fulfilled

.../3

Dans le cas des élèves surdoués ou en difficulté, il pourrait s'avérer nécessaire de fournir un soutien plus considérable et de modifier les programmes. Les résultats d'apprentissage doivent cependant se traduire en un plan d'apprentissage et non entraver les progrès de l'élève. Bien que les attentes s'appliquent à la plupart des élèves, la modification des stratégies d'enseignement et d'évaluation permettra aux élèves surdoués ou en difficulté de progresser en fonction de leurs aptitudes et besoins particuliers. Voici des exemples de stratégies appropriées :

- recourir à un type d'activité très différent pour permettre à l'élève de réussir (p. ex., assigner à l'élève en difficulté d'apprentissage qui ne sait pas lire ou dont l'écriture ne reflète pas adéquatement sa pensée, une tâche équivalente pour recueillir des renseignements ou communiquer une idée; fixer un objectif différent sur le plan physique pour l'élève ayant une incapacité physique);

- accorder à l'élève plus de temps que d'ordinaire pour atteindre les résultats établis;

- étendre, pour l'élève surdouée ou surdoué, la portée et le degré d'approfondissement de l'activité d'apprentissage ou lui permettre de progresser à un rythme plus rapide que la norme;

- offrir à l'élève une autre façon de montrer qu'il ou elle a atteint les résultats établis ou lui accorder un délai différent pour le faire (p. ex., lui permettre de passer un examen oral au lieu d'un examen écrit, une épreuve de 6 heures répartie sur une semaine au lieu d'une épreuve d'une heure et demie d'affilée).

Bien entendu, il existe de nombreux autres exemples de modifications qu'on peut apporter au programme et à l'évaluation pour répondre aux besoins des élèves surdoués ou en difficulté. Ces adaptations devraient être conçues et communiquées comme extensions et interprétations des résultats d'apprentissage. Il ne s'agit pas de baisser les attentes ni de modifier les normes. Cependant, si la difficulté ou le handicap de l'élève rend impossible l'atteinte de certains des résultats d'apprentissage, il conviendra peut-être de laisser l'élève passer à l'année d'études suivante pour lui permettre de perfectionner d'autres aspects de sa formation.

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In the case of exceptional pupils, more extensive support and program modification may be necessary. The outcomes must however result in a plan for learning, and they must not be a barrier to progress. While the expectations apply to most students, modifications in teaching and in evaluation strategies will enable exceptional pupils to proceed in accordance with their individual strengths and needs. The following are some appropriate strategies:

- substituting a quite different kind of activity to achieve and/or demonstrate success. (e.g. an equivalent task to gather information or to communicate an idea for a student with a learning disability who is unable to read or whose writing does not adequately reflect his/her thinking; a different physical accomplishment for a student with a physical disability)
- arranging for the student to accomplish the outcomes over a longer period of time than would be the norm
- expanding the breadth and depth of the learning activity for a gifted student or enabling the student to proceed at a faster pace than would be the norm
- arranging for the student to demonstrate the outcomes in a different manner or with different time constraints (e.g. an oral examination rather than a written one; a 6 hour test spaced throughout a week rather than a 1 1/2 hour test at one time)

There are, of course, many other examples of appropriate modifications to program and assessment to address the needs of exceptional pupils. Such adaptations should be constructed and communicated as expansions and interpretations of the outcomes. They are generally not lowered expectations or changes to standards. However, where a student's exceptionally is such that it would not be possible for the student to achieve certain outcomes, it may be appropriate to have that student proceed to the next grade level in order to accomplish other aspects of his or her education.

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Si les stratégies d'enseignement et les activités d'apprentissage utilisées ne permettent pas à l'élève d'atteindre certains des résultats établis, il faut élaborer un plan d'action en collaboration avec l'élève et sa mère, son père ou les deux. Ce plan comprendrait une liste bien claire de mesures possibles à prendre si l'élève n'arrive pas à atteindre le résultat d'apprentissage visé.

Le counselling et la planification devraient se faire de façon continue et non seulement à la fin de l'année scolaire ou de certaines années d'études. Par exemple, les décisions concernant le passage de l'élève de la 9^e à la 10^e année ne devraient pas être plus rigides que les décisions concernant le passage de la 5^e à la 6^e année ou de la 8^e à la 9^e année.

Cependant, les décisions prises à la fin de l'année scolaire demandent une attention particulière. C'est dans cet esprit que nous vous présentons ci-dessous des exemples de décisions possibles en fonction des progrès de l'élève. Il s'agit d'exemples d'options à considérer si le plan élaboré en collaboration avec l'élève et les parents n'aide pas l'élève à atteindre le résultat d'apprentissage visé :

Décisions possibles	Autres considérations
l'élève demeure dans la même année d'études	l'élève a besoin d'un soutien particulier et de nouvelles activités d'apprentissage reliées aux résultats non atteints possibilité de laisser l'élève passer à l'année supérieure aussitôt les résultats atteints
l'élève entreprend une partie seulement de l'année supérieure	l'élève a besoin d'un soutien particulier et d'un plan pour continuer de travailler à atteindre les résultats non atteints l'année précédente
l'élève passe à l'année d'études suivante	l'élève a besoin d'un soutien particulier pour que les activités de la prochaine année d'études contribuent au perfectionnement des résultats demeurés inadéquats

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It is important, therefore, that school principals and teachers continue to communicate to each student and his or her parents the progress in achieving expected outcomes. Consistency is essential with regard to expectations, as well as with regard to effectiveness in evaluating student progress. At the same time, constructive communication and sound planning must contribute to each student's individual success.

I trust that this information is helpful to you in your planning for effective school programs.

Carola Lane

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À L'ATTENTION DES : Directrices et directeurs de l'éducation
Surintendantes et surintendants
Directrices et directeurs d'école

DE LA PART DE : Carola Lane
Sous-ministre adjointe de l'Éducation
Ministère de l'Éducation et de la Formation

DATE : Le 16 avril 1993

OBJET : **Les années de transition, Questions opérationnelles, Progrès des élèves de la 1re à la 9e année**

La note Politique / Programmes n° 115B, que vous trouverez sous pli, renferme une série de neuf questions et réponses portant sur des aspects opérationnels du programme des années de transition. Cette série constitue un complément aux douze questions et réponses publiées dans les notes Politique / Programmes nos 115 et 115A.

Certaines des questions et réponses traitent de l'information à inscrire sur le Relevé de notes de l'Ontario. De plus amples renseignements dans ce domaine, notamment la façon d'inscrire le programme de 9e année sur le Relevé de notes de l'Ontario, seront envoyés aux écoles dans un proche avenir, accompagnés de la liste mise à jour des codes des cours.

L'adoption d'un programme d'études fondé sur les résultats d'apprentissage et d'une nouvelle politique relative à la 9e année a suscité des questions concernant les décisions sur les progrès de l'élève et la façon d'enregistrer et de communiquer le rendement de l'élève. La note Politique / Programmes ci-incluse répond à certaines de ces questions. Les pages qui suivent fournissent quelques détails supplémentaires sur des questions connexes.

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Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 115B

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MAY 6 1993
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Date of Issue: April 28, 1993

Effective: Until revoked or modified

Subject: PROGRAM POLICY FOR ELEMENTARY AND SECONDARY EDUCATION: SUPPLEMENT 2

Application: Directors of Education
Superintendents
Principals of Schools

References: This memorandum supplements Policy/Program Memoranda Nos. 115 (June 15, 1992) and 115A (November 2, 1992).

The following set of nine questions and answers is a supplement to the total of twelve questions and answers published in Policy/Program Memoranda Nos. 115 and 115A. For ease of reference, the questions and answers in this set are numbered 13 to 21.

13. Q. What diploma requirements will apply to students entering Grade 9 in September 1993 or earlier?

A. Students entering Grade 9 in September 1993, or earlier, may graduate with the Ontario Secondary School Diploma (OSSD) requirements specified in Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989 (OSIS). In accordance with section 1.5 of Transition Years, Grades 7, 8, and 9: Policies and Program Requirements, 1992, the principal of the school will determine the equivalent credit value of the school's Grade 9 program and the remaining requirements - that is, compulsory and elective credits - for an OSSD.

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370.9713
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English As a Second Language and English Skills Development, Intermediate and Senior Divisions, 1988. L'ébauche de l'énoncé de politique pour l'Actualisation linguistique en français sera diffusée à des fins d'examen critique au printemps de 1993.

21. Q. Quelles sont les possibilités offertes aux élèves ayant suivi un programme de « French as a second language », intensif ou d'immersion, à l'école élémentaire de langue anglaise mais qui ne participent pas à un tel programme au moment où ils entreprennent leurs études secondaires?

R. La direction de l'école devrait placer ces élèves dans un cours de « French as a second language » (FSL) qui correspond à leur niveau de compétence. En vue d'obtenir le DESO, les élèves doivent, d'après la section 4.10 de la circulaire EOCIS, obtenir 1 crédit en « French as a second language ». Un certain nombre d'élèves peuvent satisfaire à cette exigence en participant au programme de FSL de 9^e année. Si la direction de l'école détermine, en consultation avec l'élève et ses parents, qu'un cours de FSL supérieur à celui de 9^e année conviendrait davantage à celui-ci ou à celle-ci, ce dernier ou cette dernière suivra un cours de FSL destiné à une année d'études supérieure au lieu de participer au cours de FSL faisant partie du programme de 9^e année. Dans ce cas, il ou elle obtiendra un crédit distinct à condition de terminer avec succès le cours de FSL offert à l'année d'études supérieure, et le programme de 9^e année de l'élève sera jugé complet sans le cours de FSL de 9^e année. Quand viendra le moment de remplir le relevé de notes de l'Ontario, l'équivalence en crédits du programme de 9^e année de l'élève sera alors réduite d'un crédit (à cause de l'absence du cours de FSL de 9^e année).

14. Q. May a principal record partial completion of the Grade 9 program on the Ontario Student Transcript (OST)?

A. No. Effective September 1, 1993, the equivalent credit value for the Grade 9 program will only be entered on the student's OST when the principal determines that the student has completed the program.

If a student does not successfully complete the Grade 9 program, or if he or she leaves the school with an incomplete Grade 9 program, the portion of the Grade 9 program that remains to be completed shall be clearly described in the student's Ontario Student Record. This remaining portion shall be stated in terms of learning outcomes or, if the program is so organized, in terms of courses or portions of courses.

A principal may arrange for a student to proceed to Grade 10 work while completing a part of the Grade 9 program.

15. Q. May a principal apply the provisions given in OSIS for the substitution among compulsory credits and for the reduction in the number of compulsory credits (see section 4.10, notes (d) and (e), and section 4.12) in order to arrange a different Grade 9 program for an individual student?

A. Yes. In doing so, the principal shall ensure that the credits completed by a student, including the equivalent credit value of the Grade 9 program, will enable the student to meet the requirements of 30 credits for an OSSD or 14 credits for a Certificate of Education that are stated in OSIS.

16. Q. May a student take individual courses beyond Grade 9 for credit during his or her first year in secondary school if he or she has already successfully completed part of the Grade 9 program through summer school or through another program approved by the principal of the secondary school in which the student is enrolled?

A. Yes, if the secondary school principal determines that taking courses beyond Grade 9 will not be detrimental to the student's progress in the Grade 9 program.

17. Q. Le ministère fournira-t-il des fonds aux écoles pour la prestation de cours de 9^{e} année ouvrant droit à des crédits pendant l'été de 1993?

R. On ne prévoit aucune modification à la politique de financement pour les cours d'été en 1993.

18. Q. Que peut faire l'élève n'ayant pas suivi le cours préalable pour un cours de 10^{e} année donné mais qui désire néanmoins suivre ce cours de 10^{e} année?

R. La direction de l'école peut exempter l'élève du cours préalable, comme le stipule la section 5.6 de la circulaire EOCIS, ou peut déterminer le type de programme qui permettrait le mieux à l'élève d'obtenir l'équivalence en crédits du cours préalable. L'élève pourrait, par exemple, participer partiellement au programme de 9^{e} année décloisonné en 1993, compléter le travail requis par l'entremise d'études personnelles ou participer à un programme élaboré expressément à son intention.

19. Q. À compter de septembre 1993, les élèves de la 10^{e} à la 12^{e} année désirant suivre, par exemple, un cours d'initiation aux arts visuels, à la musique ou à la clavigraphie pourront-ils suivre un tel cours bien qu'il ne soit normalement offert qu'en 9^{e} année?

R. Certains cours d'initiation peuvent s'offrir comme cours ouvrant droit à des crédits au-delà de la 9^{e} année. Cependant, si le cours fait partie du programme de 9^{e} année offert à l'école, et que la direction ait déterminé l'équivalence en crédits de l'ensemble dudit programme, le cours d'initiation en question ne peut s'offrir comme cours distinct ouvrant droit à un crédit. Si les élèves de la 10^{e} à la 12^{e} année choisissent de suivre cette partie du programme de 9^{e} année parce qu'ils s'y intéressent, aucun crédit ne leur sera accordé pour le cours en question.

20. Q. Les élèves de la 10^{e} à la 12^{e} année peuvent-ils obtenir des crédits pour le cours d'initiation « English as a second language » (ESL) ou Actualisation linguistique en français (ALF)?

R. Oui. Un cours d'initiation en ESL ou ALF peut s'offrir comme cours ouvrant droit à des crédits au-delà de la 9^{e} année. Les cours d'ESL ou d'ALF ont pour but de permettre aux élèves qui apprennent la langue ou qui développent leur aptitude aux études de réussir dans le programme scolaire. Les élèves qui entreprennent le programme d'ESL en 10^{e} année ou dans les années subséquentes pourront continuer à obtenir des crédits conformément à la politique énoncée dans le programme-cadre

17. Q. Will the ministry provide funding for schools to offer credit courses at the Grade 9 level during the summer of 1993?

    A. No change in funding policy for summer school is planned for 1993.

18. Q. How may a student proceed who has not completed the prerequisite course for a Grade 10 course but who wishes to take that Grade 10 course?

    A. The principal may waive the prerequisite for the student, as outlined in section 5.6 of OSIS, or the principal may determine what type of program would best enable the student to make up the credit equivalent of the prerequisite. In such a program, a student could, for example, participate partially in the non-streamed Grade 9 program begun in 1993, complete the work through independent study, or participate in a program developed expressly for the student.

19. Q. Beginning in September 1993, may students in Grades 10 to 12 who want an introductory course in art, music, or keyboarding, for example, be able to take such a course even though it is normally offered only in Grade 9?

    A. Some introductory courses may be offered as credit courses beyond Grade 9. However, a course that is part of the school's Grade 9 program, for which the principal has determined the equivalent credit value as a whole, may not be offered as a separate credit. If students in Grades 10 to 12 arrange to take that part of the Grade 9 program because of their interest in it, no credit would be assigned.

20. Q. May students in Grades 10 to 12 be given credit for an introductory course in English as a second language (ESL) or Actualisation linguistique en français (ALF)?

    A. Yes. An introductory course in ESL or ALF may be offered as a credit course beyond Grade 9. Courses in ESL or ALF are offered to enable students who are learning the language and/or acquiring academic skills to succeed in regular programs. Students who begin their ESL program when enrolled in Grade 10 or in subsequent grades may continue to be granted credits in accordance with the

14. Q. La direction de l'école peut-elle inscrire sur le relevé de notes de l'Ontario que l'élève a terminé une partie du programme de 9ᵉ année?

R. Non. À compter du 1ᵉʳ septembre 1993, l'équivalence en crédits du programme de 9ᵉ année sera seulement inscrite sur le relevé de notes de l'Ontario si la directrice ou le directeur de l'école détermine que l'élève a terminé le programme avec succès.

Si l'élève ne termine pas avec succès le programme de 9ᵉ année ou bien quitte l'école avant d'avoir terminé le programme de 9ᵉ année, la portion du programme qu'il lui reste à suivre sera clairement décrite dans le dossier scolaire de l'Ontario. Ce qui reste à compléter sera exposé sous forme de résultats d'apprentissage ou, si le programme est organisé autrement, sous forme de liste de cours ou de sections de cours que l'élève devrait suivre.

La direction de l'école peut prendre des dispositions pour permettre à l'élève d'entreprendre son programme de 10ᵉ année tout en terminant le programme de 9ᵉ année.

15. Q. La direction de l'école peut-elle appliquer les dispositions énoncées dans la circulaire EOCIS pour ce qui est de remplacer les crédits obligatoires et de réduire le nombre de crédits obligatoires (voir les remarques d) et e) de la section 4.10, ainsi que la section 4.12), afin d'organiser un programme de 9ᵉ année différent pour une ou un élève particulier?

R. Oui. La direction doit toutefois s'assurer que les crédits accumulés par l'élève, y compris l'équivalence en crédits du programme de 9ᵉ année, lui permettront d'obtenir les 30 crédits requis pour l'obtention du DESO ou les 14 crédits requis pour l'obtention du certificat d'études, conformément à la circulaire EOCIS.

16. Q. L'élève peut-il ou peut-elle suivre, pendant sa première année d'études secondaires, des cours ouvrant droit à des crédits et offerts au-delà de la 9ᵉ année s'il ou si elle a déjà terminé avec succès une partie du programme de 9ᵉ année pendant l'été ou au sein d'un autre programme approuvé par la direction de l'école secondaire à laquelle l'élève est inscrit ou inscrite?

R. Oui, si la direction de l'école secondaire détermine que le fait de suivre des cours d'une année supérieure ne nuira pas au rendement de l'élève dans le programme de 9ᵉ année.

policy outlined in the curriculum guideline English As a Second Language and English Skills Development, Intermediate and Senior Divisions, 1988. A draft policy document for ALF will be released for validation in the spring of 1993.

21. Q. What options are available to students who have been in an extended or immersion French program in an English-language elementary school but who are not participating in such a program when they begin secondary school?

A. The principal should arrange for placement of such students at an appropriate grade level in a French-as-a-second-language (FSL) course. To earn an OSSD, students are required under section 4.10 of OSIS to complete one FSL course. Some students may complete this requirement by participating in the Grade 9 FSL program. If the principal determines, in consultation with a student and his or her parent(s), that it is more appropriate for the student to take an FSL course beyond Grade 9, the student would take an FSL course at a higher grade level instead of participating in the FSL component of the Grade 9 program. In this case, the student would receive a separate credit for the successful completion of the FSL course at the higher grade level, and the Grade 9 program for the student would be regarded as complete without the Grade 9 FSL component. When being recorded on the OST, the equivalent credit value of the Grade 9 program for the student would then be reduced by one credit (i.e., the Grade 9 FSL component).

Ministère
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Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes Note n° 115B

Date d'émission : Le 28 avril 1993

En vigueur : Jusqu'à abrogation ou modification

Objet : POLITIQUE RELATIVE AUX PROGRAMMES DES PALIERS ÉLÉMENTAIRE ET SECONDAIRE : 2^e SUPPLÉMENT

À l'attention de :
Directrices et directeurs de l'éducation
Surintendantes et surintendants
Directrices et directeurs d'école

Références : Cette note fait suite aux notes Politique/Programmes n^{os} 115 et 115A (émises respectivement le 15 juin 1992 et le 2 novembre 1992).

Les neuf questions et réponses qui suivent constituent un complément aux douze questions et réponses publiées dans les notes Politique/Programmes n^{os} 115 et 115A. Pour faciliter le renvoi aux différentes questions et réponses, celles-ci sont numérotées de 13 à 21.

13. Q. Quelles seront les conditions d'obtention du diplôme pour les élèves commençant la 9^e année en septembre 1993 ou plus tôt?

R. Les élèves commençant la 9^e année en septembre 1993 ou plus tôt pourront obtenir le diplôme d'études secondaires de l'Ontario (DESO) s'ils remplissent les conditions énoncées dans la circulaire Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7^e à 12^e année et CPO). La préparation au diplôme d'études secondaires de l'Ontario, 1989 (EOCIS). Conformément à la section 1.5 du document intitulé Les années de transition : 7^e, 8^e et 9^e années. Directives et modalités d'application, 1992, la directrice ou le directeur de l'école déterminera l'équivalence en crédits de l'ensemble du programme de 9^e année, ainsi que le nombre de crédits obligatoires et optionnels que chaque élève doit accumuler pendant le reste de ses études pour obtenir le DESO.

Ministry
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Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 116

Date of Issue: September 18, 1992

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Subject: INTEGRATION OF COMPUTERS ACROSS THE CURRICULUM

Application: Directors of Education
Principals of Schools

Introduction

Policy/Program Memorandum No. 113, May 31, 1991, announced that school boards would be required to submit annual planning and progress reports on the integration of computers into all curriculum areas, beginning in 1992.

The present memorandum provides guidelines for school boards to follow when developing their implementation plans for the integration of computers across the curriculum, as well as information on planning at the school level, on the annual planning and progress reports, and on audits.

1. School Board Implementation Plans

School boards are responsible for developing flexible, long-term plans for the integration of computers into the curriculum. Minority-language sections are expected to develop their own long-term plans reflecting their specific needs. These plans shall be made available to the Ministry of Education upon request.

Each school board shall designate a supervisory officer to ensure the development of the annual plan and to provide schools with appropriate support, as needed, during implementation.

The following information shall be included in the board implementation plan.

a) Curriculum

The plan shall outline strategies for:
- the integration of computers into all areas of the curriculum in all schools;
- the development of learning objectives for the use of computers in all grades and in all areas of the curriculum;

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Les directrices et directeurs d'école ont ici un rôle clé à jouer et devraient guider activement l'intégration de l'informatique dans les programmes d'études. Si, en définitive, la responsabilité de la planification et de la mise en oeuvre à l'échelon de l'école leur incombe, directrices et directeurs assumeront leur tâche en consultant tout de même les enseignantes et enseignants de tous les cycles et chargés d'enseigner toutes les matières, pour s'assurer que l'informatique soit intégrée dans tous les programmes d'études.

3. Rapports des conseils scolaires

Le Rapport sur l'intégration de l'informatique au niveau du conseil scolaire, envoyé aux conseils, servira à la préparation des rapports annuels d'étape et de planification remis par chaque conseil scolaire.

4. Vérifications au hasard

À compter de l'année scolaire 1993-1994, le ministère de l'Éducation effectuera au hasard des vérifications à l'échelon des écoles et des conseils scolaires pour s'assurer de l'intégration progressive de l'informatique dans les programmes d'études.

- the sharing of curriculum resources among schools, divisions, departments, and teachers.

b) Equity

The plan shall identify procedures for:
- ensuring equitable access for all students to the use of computers in the classroom;
- evaluating all software to determine whether it is culturally appropriate for all students, factually correct, and free from bias and stereotyping.

c) Professional development

The plan shall address:
- activities designed to help teachers understand the impact of computers on the education process;
- staff development programs to provide educators with information on classroom activities, software applications, hardware operations, and resources.

d) Community partnerships

The plan shall address the need to:
- consult with parents and community members about board and school plans;
- share information with parents and community members about the implementation process;
- work with parents and community members to plan for the use of computers in meeting the needs of all students.

e) Special education

The plan shall:
- identify and allocate computers and resource materials to meet the needs of exceptional students;
- provide a variety of devices, as needed, to assist exceptional students to learn and communicate;
- provide direction for teachers and support staff regarding the uses of computers to meet the special needs of exceptional students.

f) Acquisition of resources and equipment

The plan shall address:
- a review of the board's current inventory of computers and related resources in order to allocate resources efficiently and determine future needs;
- a set of long-range objectives for acquiring sufficient computer hardware to allow every student access to a computer for a minimum of 10 per cent of in-class time;

f) Acquisition de ressources et de matériel

Le plan comprendra :
- un aperçu de l'inventaire actuel du conseil (ordinateurs et ressources connexes) pour permettre une affectation efficace des ressources et déterminer les besoins futurs;
- des objectifs à long terme visant l'acquisition de suffisamment de matériel pour permettre à chaque élève d'utiliser un ordinateur pendant au moins dix pour cent du temps passé en classe;
- des modalités pour éliminer et remplacer le matériel désuet ou pour en augmenter la capacité;
- des dispositions pour permettre une utilisation des ordinateurs dans un milieu sûr et approprié sur le plan ergonomique.

g) Soutien accordé au personnel

Le plan se penchera sur la nécessité :
- de fournir, selon les capacités du conseil, les services de spécialistes en programmes d'études et en informatique afin d'aider les enseignantes et enseignants, les directrices et directeurs d'école et les autres membres du personnel à se familiariser avec les ordinateurs et les logiciels;
- de permettre aux éducatrices et aux éducateurs d'échanger renseignements et expériences au sein du conseil, et de consulter des spécialistes à l'extérieur du conseil;
- de recenser les membres du personnel enseignant qui pourraient servir de personnes ressources pendant le cycle d'évaluation, d'élaboration et de mise en oeuvre.

h) Évaluation

Le plan prévoira :
- l'étude continue du processus de mise en oeuvre pour atteindre progressivement les objectifs globaux qui y sont énoncés.

2. Planification à l'échelon de l'école

La planification à l'échelon de l'école reflétera les plans et les lignes de conduite élaborés à l'échelon de la province et du conseil scolaire et sera coordonnée en conséquence. Toutes les écoles donneront au conseil dont elles relèvent une copie de leur plan pour l'aider à élaborer son plan global.

- the disposal, replacement, and upgrading of outdated equipment;
- the provision of safe and ergonomically suitable environments for the use of computers.

g) Staff support

The plan shall address the need to:
- provide, to the best of the board's ability, both curricular and technical resource staff support to assist teachers, principals, and other staff members in the use of computer hardware and software;
- enable educators to share information and experience within the board and to consult experts outside the board;
- identify teachers who could serve as resource persons during the review, development, and implementation process.

h) Evaluation

The plan shall provide for:
- an ongoing review of the implementation process to ensure progress towards meeting the overall goals of the plan.

2. School Level Planning

Planning at the school level shall reflect and be co-ordinated with provincial and school board plans and policies. Each school should provide the board with a copy of its plan, to assist the board in developing its own overall plan.

Principals are key catalysts for change in schools and are expected to assume an active leadership role in the integration of computers across the curriculum. While they are ultimately responsible for planning and implementation at the school level, they shall carry out these activities in consultation with teachers from all divisions and subject areas, in order to ensure the integration of computers across the entire curriculum.

3. School Board Reports

The School Board Report on Computer Integration, which is being sent to school boards, will form the basis of the annual planning and progress report submitted by each school board.

- à déterminer les objectifs d'apprentissage liés à l'utilisation des ordinateurs à toutes les années d'études et dans tous les programmes d'études;
- à permettre le partage des ressources didactiques entre écoles, cycles, sections et membres du personnel enseignant.

b) Équité

Le plan expliquera la marche à suivre pour :
- assurer à tous les élèves l'équité d'accès aux ordinateurs dans les salles de classe;
- évaluer les logiciels afin de vérifier s'ils conviennent aux élèves au point de vue culturel, si les faits véhiculés sont exacts et si le contenu est exempt de préjugés et de stéréotypes.

c) Perfectionnement professionnel

Le plan prévoira :
- des activités visant à aider les enseignantes et enseignants à comprendre l'incidence de l'informatique sur le processus éducatif;
- des programmes de perfectionnement du personnel qui renseigneront les éducatrices et éducateurs sur les activités en classe, sur les applications des logiciels, sur le fonctionnement du matériel et sur les ressources pertinentes.

d) Partenariats locaux

Le plan soulignera l'importance :
- de consulter les parents et la collectivité au sujet des plans à l'échelon du conseil et de l'école;
- de renseigner les parents et la collectivité sur le processus de mise en oeuvre;
- de planifier avec les parents et la collectivité les façons d'utiliser les ordinateurs pour répondre aux besoins des élèves.

e) Adaptation scolaire

Le plan veillera :
- à déterminer la nature et l'affectation des ordinateurs et du matériel didactique susceptibles de répondre aux besoins des élèves en difficulté;
- à fournir au besoin aux élèves en difficulté les appareils qui les aideront à apprendre et à communiquer;
- à orienter les enseignantes et enseignants ainsi que le personnel de soutien dans le recours aux ordinateurs pour répondre aux besoins particuliers des élèves en difficulté.

4. Random Audits

Beginning in the 1993-94 school year, random audits at both the school board and school levels will be undertaken by the Ministry of Education to assess progress in the area of integration of computers across the curriculum.

Ministère
de
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Ontario

Directives émanant du
sous-ministre de l'Education

Politique/Programmes
Note n° 116

Date d'émission : Le 18 septembre 1992

En vigueur : Jusqu'à abrogation ou modification

Objet : L'INTÉGRATION DE L'INFORMATIQUE DANS TOUS LES PROGRAMMES D'ÉTUDES

À l'attention de :
Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Introduction

La note Politique / Programmes n° 113 émise le 31 mai 1991 annonçait qu'à compter de 1992, les conseils scolaires seraient tenus de présenter tous les ans un rapport d'étape et un rapport de planification sur l'intégration de l'informatique dans tous les programmes d'études.

La présente note fournit aux conseils scolaires des lignes directrices pour élaborer leur plan de mise en oeuvre de cette intégration et les renseigne sur la planification à l'échelon de l'école, sur les rapports annuels d'étape et de planification et sur les vérifications.

1. Plan de mise en oeuvre des conseils scolaires

Il appartient aux conseils scolaires d'élaborer un plan flexible et à long terme pour l'intégration de l'informatique dans les programmes d'études. Les sections de la minorité linguistique élaboreront leur propre plan à long terme, compte tenu de leurs besoins particuliers. Les conseils et sections présenteront leur plan au ministère de l'Éducation sur demande.

Chaque conseil scolaire confiera à une agente ou à un agent de supervision la tâche de préparer le plan annuel et de fournir aux écoles l'appui dont elles pourront avoir besoin pendant la mise en oeuvre.

Voici les renseignements à inclure dans le plan de mise en oeuvre du conseil.

a) Programmes d'études

Le plan exposera des stratégies visant :
- à intégrer l'informatique dans tous les programmes d'études des écoles;

Ministry of Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 117

Date of Issue: April 16, 1993

Effective: Until revoked or modified

Subject: ACCESS TO INFORMATION ON SECONDARY SCHOOL PROGRAMS AND TO GUIDANCE SERVICES BETWEEN COTERMINOUS SCHOOL BOARDS

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APR 22 1993
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Application: Directors of Education
Principals of Schools

Introduction

Subsections 1 and 2 of section 144 of the Education Act (Revised Statutes of Ontario, 1990, Chapter E.2) state the following:

> (1) A person who is qualified to be a resident pupil of a public board and to receive instruction in a secondary school grade is entitled to receive instruction provided in a secondary school operated by a Roman Catholic school board if the area of jurisdiction of the public board is in whole or in part the same as the area of jurisdiction of the Roman Catholic school board.
>
> (2) A person who is qualified to be a resident pupil of a Roman Catholic school board and to receive instruction in a secondary school grade is entitled to receive instruction provided in a secondary school operated by a public board if the area of jurisdiction of the Roman Catholic school board is in whole or in part the same as the area of jurisdiction of the public board.

All school boards must, therefore, make provisions to ensure that information on the schools operated by the coterminous board and on the programs offered by the coterminous board is available in their elementary schools, since pupils and their parents must have an opportunity to learn about the secondary schools and programs of the coterminous board in order to make an informed decision. In addition, pupils and their parents must have access to the guidance and/or other appropriate personnel of the coterminous board so that they can receive assistance with educational planning.

Ref.
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O59 ME/M

Politique relative à l'accès aux renseignements et aux services d'orientation

1. Accès aux renseignements sur les programmes scolaires

   Le conseil public et le conseil d'écoles séparées catholiques coïncidents doivent chacun :

   a) fournir au conseil de l'autre système de la documentation sur ses écoles secondaires;

   b) distribuer à chaque élève de 8ᵉ année inscrit à une de ses écoles élémentaires et à ses parents de la documentation sur les programmes offerts dans les écoles secondaires de l'autre système.

2. Accès aux orienteuses et orienteurs ou à toute autre personne compétente

   Le conseil public et le conseil d'écoles séparées catholiques coïncidents doivent chacun :

   a) indiquer à ses élèves de 8ᵉ année et à leurs parents comment communiquer avec les orienteuses et orienteurs ou toute autre personne compétente dans les écoles secondaires de l'autre système;

   b) permettre aux orienteuses, aux orienteurs et à toute autre personne compétente représentant les écoles secondaires de l'autre système de rencontrer ses élèves de 8ᵉ année et leurs parents pour discuter des écoles et des programmes possibles.

3. Accès offert au moment opportun

   Les conseils scolaires doivent s'assurer que les élèves de 8ᵉ année et leurs parents ont accès aux renseignements sur les écoles secondaires et les programmes du conseil coïncident et aux orienteuses et orienteurs ou à toute autre personne compétente dudit conseil avant la date limite pour la prise de décisions concernant le choix d'une école ou d'un programme.

Clarification et mise en oeuvre de la politique

Les membres du personnel dans les bureaux régionaux du ministère de l'Éducation et de la Formation sont en mesure de fournir des éclaircissements sur la politique au besoin. En cas de désaccord entre les conseils scolaires coïncidents concernant la mise en oeuvre de la politique, chaque conseil peut confier la question au bureau régional, qui se chargera de régler le différend.

Policy on Access to Information and Guidance Services

1. Access to Information on School Programs

Each coterminous public and Roman Catholic school board shall:

a) provide materials containing information on the secondary schools of the board to the board of the other system;

b) distribute materials containing information on programs available in the secondary schools of the other system to each Grade 8 pupil who attends a local elementary school in the board's jurisdiction and to the parent(s) of each Grade 8 pupil.

2. Access to Guidance and/or Other Personnel

Each coterminous public and Roman Catholic school board shall:

a) inform Grade 8 pupils and their parents about how to contact guidance personnel and/or other appropriate personnel in the secondary schools of the other system;

b) allow guidance and/or other appropriate personnel representing the secondary schools in the other system to meet with all Grade 8 pupils and their parents to discuss school and program options.

3. Timeliness of Access

School boards shall ensure that Grade 8 pupils and their parents have access to information on secondary schools and programs and to guidance and/or other appropriate personnel of the coterminous board before decisions regarding program and/or school selection have to be made every year.

Clarification and Implementation of Policy

Staff members of the regional offices of the Ministry of Education and Training are available to clarify the policy, if necessary. In the event that disagreements regarding implementation occur between coterminous school boards, either school board may refer the matter to the appropriate regional office for resolution.

Ministère
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Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes
Note nº 117

Date d'émission : Le 16 avril 1993

En vigueur : Jusqu'à abrogation
ou modification

Objet : ACCÈS AUX RENSEIGNEMENTS SUR LES PROGRAMMES DES ÉCOLES SECONDAIRES ET AUX SERVICES D'ORIENTATION DANS LES CONSEILS SCOLAIRES COÏNCIDENTS

À l'attention des : Directrices et directeurs de l'éducation
Directrices et directeurs d'école

Introduction

Les paragraphes 1 et 2 de l'article 144 de la Loi sur l'éducation (Lois refondues de l'Ontario de 1990, chapitre E.2) se lisent comme suit :

(1) Quiconque remplit les conditions requises pour être élève résident d'un conseil public et pour recevoir un enseignement dans une année d'études au niveau secondaire a le droit de recevoir l'enseignement dispensé dans une école secondaire qui relève d'un conseil d'écoles catholiques si le secteur qui relève de la compétence du conseil public correspond, en totalité ou en partie, à celui du conseil d'écoles catholiques.

(2) Quiconque remplit les conditions requises pour être élève résident d'un conseil d'écoles catholiques et pour recevoir un enseignement dans une année d'études au niveau secondaire a le droit de recevoir l'enseignement dispensé dans une école secondaire qui relève d'un conseil public si le secteur qui relève de la compétence du conseil d'écoles catholiques correspond, en totalité ou en partie, à celui du conseil public.

Par conséquent, tous les conseils scolaires doivent prendre les dispositions nécessaires pour s'assurer que les renseignements sur les écoles et programmes relevant du conseil coïncident sont mis à la disposition de leurs écoles élémentaires et ce, pour offrir aux élèves et à leurs parents la possibilité de se renseigner sur les écoles secondaires et les programmes du conseil coïncident et ainsi de prendre une décision bien fondée. En outre, les élèves et leurs parents doivent pouvoir s'adresser aux orienteuses et orienteurs ou à toute autre personne compétente du conseil coïncident pour obtenir de l'aide dans la planification des études.

Ministry
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of Education

Policy/Program Memorandum No. 118

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Date of Issue: April 28, 1993

Effective: Until revoked or modified

Subject: RELIGIOUS EDUCATION PROGRAMS OFFERED IN INSPECTED PRIVATE SECONDARY SCHOOLS

Application:
Directors of Education
Principals of Public Secondary Schools
Principals of Roman Catholic Secondary Schools
Principals of Inspected Private Secondary Schools

Beginning in September 1993, inspected private secondary schools may offer programs in religious education in Grades 9 and 10 that can be applied towards an Ontario Secondary School Diploma (OSSD).

Since there are no ministry curriculum guidelines for such programs, a private school must submit a detailed description of its proposed program to the appropriate regional office of the Ministry of Education and Training for approval. To be approved, the program must meet the requirements outlined in section 6.9 of Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989 (OSIS).

Where a religious education program has received approval, the following conditions apply to it:

a) Although the Grade 9 program is not to be organized into credit-bearing courses beginning in September 1993, principals of inspected private secondary schools may include consideration of religious education programs when determining the equivalent credit value of the Grade 9 program (see sections 1.4 and 1.5 of Transition Years, Grades 7, 8, and 9: Policies and Program Requirements, 1992). A student may earn no more than the equivalent credit value of one credit in religious education as part of the Grade 9 program.

b) A student may earn no more than one credit in religious education in Grade 10.

Inspected private secondary schools that are offering non-credit courses in religious education in Grade 9, in Grade 10, or in both grades in the 1992-93 school year may be given retroactive approval of these courses as non-guideline credit courses for 1992-93. To be approved, these courses must meet the

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fondés sur un programme-cadre. Pour être approuvés, ces cours doivent remplir les conditions énoncées à la section 6.9 de la circulaire EOCIS. En cas d'approbation, ces cours de 9^e et 10^e année pourront donner droit à un crédit chacun au maximum en vue de l'obtention du DESO, pour l'année scolaire 1992-1993 seulement. Si une école privée désire faire approuver de tels cours, elle doit en remettre une description détaillée au bureau régional approprié du ministère de l'Éducation et de la Formation d'ici le 30 mai 1993.

Aucune des conditions décrites dans la présente ne s'applique au cours « Les grandes religions » présenté dans la partie C du programme-cadre Histoire et études contemporaines, 1987. Les cours inspirés de ce programme-cadre n'ont évidemment pas besoin d'être approuvés comme doivent l'être les cours non fondés sur un programme-cadre.

Pour obtenir de plus amples renseignements, s'adresser au bureau régional du ministère de l'Éducation et de la Formation :

Centre de l'Ontario
2025, avenue Sheppard est
Bureau 3201
North York (Ontario) M2J 1W4

Téléphone : (416) 491-0330

Est de l'Ontario
1580, chemin Merivale
4^e étage
Nepean (Ontario) K2G 4B5

Téléphone : (613) 225-9210

Centre nord de l'Ontario
199, rue Larch
7^e étage
Sudbury (Ontario) P3E 5P9

Téléphone : (705) 675-4401

Nord-est de l'Ontario
447, avenue McKeown
C.P. 3020
North Bay (Ontario) P1B 8K7

Téléphone : (705) 474-7210

Nord-ouest de l'Ontario
435, rue James sud
C.P. 5000
Thunder Bay (Ontario) P7C 5G6

Téléphone : (807) 475-1571

Ouest de l'Ontario
759, chemin Hyde Park
London (Ontario) N6H 3S6

Téléphone : (519) 472-1440

requirements stated in section 6.9 of OSIS. If approved, such courses may be assigned a maximum of one credit towards an OSSD in each of Grades 9 and 10 for the 1992-93 school year only. If a private school wishes to seek approval of such courses, it must submit a detailed description of them to the appropriate regional office of the Ministry of Education and Training by May 30, 1993.

None of the above conditions applies to the World Religions courses provided for in the curriculum guideline History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987. Courses developed from this guideline do not require approval as non-guideline courses.

Further information is available from any of the regional offices of the Ministry of Education and Training, which are listed below:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
North York, Ontario
M2J 1W4

Telephone: (416) 491-0330

Eastern Ontario Region
1580 Merivale Road
4th Floor
Nepean, Ontario
K2G 4B5

Telephone: (613) 225-9210

Midnorthern Ontario Region
199 Larch Street
7th Floor
Sudbury, Ontario
P3E 5P9

Telephone: (705) 675-4401

Northeastern Ontario Region
447 McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7

Telephone: (705) 474-7210

Northwestern Ontario Region
435 James Street South
P.O. Box 5000
Thunder Bay, Ontario
P7C 5G6

Telephone: (807) 475-1571

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6

Telephone: (519) 472-1440

Ministère
de
l'Éducation
Ontario

Directives émanant du
sous-ministre de l'Éducation

Politique/Programmes Note nº 118

Date d'émission : Le 28 avril 1993

En vigueur : Jusqu'à abrogation ou modification

Objet : PROGRAMMES D'ENSEIGNEMENT RELIGIEUX OFFERTS DANS LES ÉCOLES SECONDAIRES PRIVÉES INSPECTÉES

À l'attention des :
Directrices et directeurs de l'éducation
Directrices et directeurs des écoles secondaires publiques
Directrices et directeurs des écoles secondaires catholiques
Directrices et directeurs des écoles secondaires privées inspectées

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À compter de septembre 1993, les écoles secondaires privées inspectées pourront offrir des programmes d'enseignement religieux en 9^e et 10^e année qui seront reconnus aux fins de l'obtention du diplôme d'études secondaires de l'Ontario (DESO).

Étant donné qu'il n'existe pas de programme-cadre pour ces programmes, une école privée doit soumettre à l'approbation du bureau régional approprié du ministère de l'Éducation et de la Formation une description détaillée du programme proposé. Pour être approuvé, le programme doit remplir les conditions énoncées à la section 6.9 de la circulaire Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7^e à 12^e année et CPO). La préparation au diplôme d'études secondaires, 1989 (EOCIS).

Une fois le programme d'enseignement religieux approuvé, voici les modalités qu'il faudra respecter :

a) À compter de septembre 1993, le programme de 9^e année ne sera plus organisé en fonction de cours ouvrant droit à des crédits. Néanmoins, les directrices et directeurs des écoles secondaires privées inspectées pourront tenir compte des programmes d'enseignement religieux quand ils détermineront l'équivalence en crédits de l'ensemble du programme de 9^e année (voir sections 1.4 et 1.5 du document Les années de transition : 7^e, 8^e et 9^e années. Directives et modalités d'application, 1992). L'enseignement religieux offert en 9^e année donnera droit à l'équivalent d'un crédit au maximum.

b) En 10^e année, l'élève ne pourra pas obtenir plus d'un crédit en enseignement religieux.

Les écoles secondaires privées inspectées qui, pendant l'année scolaire 1992-1993, offrent en 9^e ou 10^e année (ou les deux) des cours d'enseignement religieux n'ouvrant pas droit à des crédits pourront faire approuver ces cours de façon rétroactive à titre de cours à crédit non

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FOR STUDIES IN EDUCATION

Policy/Program Memorandum No. 119

Date of Issue: July 13, 1993

Effective: Until revoked or modified

Subject: DEVELOPMENT AND IMPLEMENTATION OF SCHOOL BOARD POLICIES ON ANTIRACISM AND ETHNOCULTURAL EQUITY

Application: Chairpersons of School Boards and
Minority-Language Sections[1]
Directors of Education

Introduction

The Government of Ontario is committed to the goal of assuring high-quality education and equitable educational outcomes for all students in English- and French-language schools. The government also considers it essential that students be prepared to function effectively in an increasingly diverse world.

There is growing recognition that educational structures, policies, and programs have been mainly European in perspective and have failed to take into account the viewpoints, experiences, and needs of Aboriginal peoples[2] and many racial and ethnocultural minorities. As a result, systemic inequities exist in the school system that limit the opportunities for Aboriginal and other students and staff members of racial and ethnocultural minorities to fulfil their potential. Educators therefore need to identify and change institutional policies and procedures and individual behaviour and practices that are racist in their impact, if not in intent. In this regard, antiracist and ethnocultural equity education goes beyond multicultural education, which focuses on teaching about the cultures and traditions of diverse groups.

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[1] In this document, the term "school board" includes French- and English-language sections.

[2] The terms "Aboriginal" and "Aboriginal peoples" refer to the original inhabitants, or indigenous peoples, of Canada and their descendants. Aboriginal peoples include the Indian, Inuit, and Métis peoples of Canada.

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Entre temps, les conseils scolaires devraient commencer à recenser les obstacles systémiques à l'emploi et à établir les principes de l'équité afin de jeter les fondements des futurs plans d'équité en matière d'emploi. Il sera possible d'obtenir de plus amples renseignements une fois que la Loi sur l'équité en matière d'emploi sera entrée en vigueur.

Aide du ministère

Un guide intitulé Vers une nouvelle optique sera diffusé à l'automne 1993. Le document de langue anglaise intitulé Changing Perspectives sera distribué en même temps que le document L'antiracisme et l'équité ethnoculturelle dans les conseils scolaires. Le ministère publiera d'autres documents dans un proche avenir pour aider les conseils scolaires à mettre leur politique en oeuvre. Le personnel du bureau régional du ministère est à la disposition des conseils scolaires pour les aider dans l'élaboration d'une politique et d'un plan de mise en oeuvre ainsi que dans l'application de la politique en question.

Veuillez communiquer les renseignements fournis à tous les membres du personnel du conseil scolaire.

Bureaux régionaux du ministère de l'Éducation et de la Formation

Centre de l'Ontario
2025, avenue Sheppard est
Bureau 3201
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Background

In 1987, a provincial advisory committee produced a report entitled "The Development of a Policy on Race and Ethnocultural Equity" that was intended to be a draft model policy document on race relations for school boards. This report was validated province-wide.

In the winter and spring of 1993, the ministry conducted a series of round-table discussions with school boards, which provided information on their activities, perspectives, and needs in the areas of antiracism and ethnocultural equity. Information received at these meetings has been used in developing the present policy directions and requirements.

Legislative Requirements

In accordance with an amendment made in 1992 to the Education Act,[3] every school board shall develop a policy on antiracism and ethnocultural equity, as well as a plan for implementing its policy. Boards shall then submit their policies and plans to the Minister for approval, and implement changes as directed by the Minister. Boards' implementation of their policies will entail reviewing their operations and making fundamental changes in many aspects of their operations. Some of the changes required will take place immediately; others will take place over time. The document entitled Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation has been produced to assist school boards in the development of their policies and implementation plans.

Several of the requirements for school board policies on antiracism and ethnocultural equity fall under the exclusive jurisdiction of the sections of boards. French-language school boards and French-language sections will develop policies and implementation plans that respect Section 23 of the Canadian Charter of Rights and Freedoms and Parts XII and XIII of the Education Act, R.S.O. 1990, Chapter E.2. Sections may submit their policies and implementation plans as part of the overall board submission.

Timelines for Development, Approval, and Implementation of Policies

The ministry recognizes that school boards are at different stages in the development of policies on antiracism and ethnocultural equity and in the implementation of related

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[3] Education Act, R.S.O. 1990, Chapter E.2, section 8, subsection 1, paragraph 29.1 (July 1992 edition).

Approbation de la politique et du plan de mise en oeuvre

Chaque conseil scolaire doit soumettre, dans les délais prescrits, sa politique et son plan de mise en oeuvre à l'approbation du bureau régional approprié du ministère de l'Éducation et de la Formation. Le ministère évaluera la politique et le plan de mise en oeuvre et décidera de leur approbation. Le ministère se fondera sur le document L'antiracisme et l'équité ethnoculturelle dans les conseils scolaires pour évaluer la politique et le plan de mise en oeuvre que lui auront remis les conseils.

Suivi de la mise en oeuvre

La collectivité et les élèves doivent participer au suivi de la mise en oeuvre de la politique. Les conseils scolaires doivent remettre un rapport d'étape annuel au bureau régional approprié du ministère de l'Éducation et de la Formation. Le ministère effectuera également des vérifications cycliques.

Le ministère se servira du document L'antiracisme et l'équité ethnoculturelle dans les conseils scolaires pour contrôler la mise en oeuvre de la politique d'antiracisme et d'équité ethnoculturelle des conseils scolaires.

Équité en matière d'emploi

Les pratiques d'emploi équitables font partie intégrante de la politique et des pratiques d'un conseil scolaire en matière d'antiracisme et d'équité ethnoculturelle. Le personnel oeuvrant dans le conseil scolaire devrait refléter la population ontarienne, qui est constituée de groupes culturels et raciaux variés, être en mesure de comprendre leurs expériences et y être sensibles.

Le projet de loi 79, Loi de 1993 sur l'équité en matière d'emploi[5], guidera tous les employeurs, y compris les conseils scolaires, dans l'élaboration, la mise en oeuvre et le suivi des plans d'équité en matière d'emploi. Par conséquent, on recommande aux conseils scolaires de ne pas mener de sondages sur le personnel, de ne pas définir de groupes ou de sous-groupes désignés et de ne pas établir d'objectifs numériques pour les groupes désignés tant que la Loi sur l'équité en matière d'emploi n'a pas reçu la sanction royale.

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[5] Il s'agit du nom abrégé de la Loi prévoyant l'équité en matière d'emploi pour les autochtones, les personnes handicapées, les membres des minorités raciales et les femmes.

activities. Boards that already have related policies in place shall review and revise these policies to ensure that they meet the requirements outlined in this memorandum. These boards may begin submitting their revised policies and implementation plans to the ministry for approval in October 1993. School boards that are currently developing policies and implementation plans shall submit them to the ministry for approval as soon as they are completed.

Boards shall submit their policies and their implementation plans to the ministry no later than March 31, 1995.

Boards shall begin implementing their policies on antiracism and ethnocultural equity upon receiving approval from the ministry. Implementation of these policies must begin by September 1, 1995.

Requirements for Policies and Implementation Plans

School board policies and implementation plans shall be comprehensive and shall be designed to integrate the principles of antiracism and ethnocultural equity into all aspects of education programs and board operations. The policies and plans shall reflect a commitment by board administration and staff to identifying and addressing systemic inequities and barriers affecting Aboriginal peoples and racial and ethnocultural minorities in the planning and delivery of education programs and services.

Policies and implementation plans shall address the following ten major areas of focus:

- board policies, guidelines, and practices
- leadership
- school-community partnership
- curriculum
- student languages
- student evaluation, assessment, and placement
- guidance and counselling
- racial and ethnocultural harassment
- employment practices[4]
- staff development

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[4] For details see the section on "Employment Equity" on page 5.

- harcèlement racial et ethnoculturel
- pratiques d'emploi[4]
- perfectionnement professionnel

Le plan de mise en oeuvre :

- doit s'échelonner sur cinq ans;
- doit renfermer des objectifs annuels clairement énoncés pour la mise en oeuvre aux échelons du conseil et de l'école;
- doit renfermer un plan d'action pour recenser puis éliminer les préjugés raciaux et ethnoculturels ainsi que les obstacles inhérents à la politique et aux pratiques du conseil scolaire, ainsi qu'à la planification et à la prestation des programmes d'éducation;
- doit comporter des activités de partenariat avec les communautés locales, y compris les autochtones, les divers groupes raciaux et ethnoculturels et les autres partenaires en éducation;
- doit comprendre des mécanismes pour évaluer les progrès, notamment un mécanisme par lequel tous les membres du personnel du conseil scolaire doivent rendre des comptes.

L'élaboration et la mise en oeuvre de la politique doivent s'effectuer dans la langue de travail du conseil scolaire. On encourage les conseils et les sections de langue française à trouver des moyens de communiquer dans leur langue d'origine avec les membres de la collectivité participant à l'élaboration de la politique et du plan de mise en oeuvre.

À toutes les étapes de la mise en oeuvre, on doit accorder la priorité à l'élargissement du programme d'études pour y inclure divers points de vue et en éliminer les stéréotypes. Dans la mise en oeuvre de la politique, il est essentiel que les membres du personnel soient au courant des questions clés et qu'ils aient l'occasion d'acquérir des compétences dans la façon d'aborder le racisme.

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[4] Voir la section « Équité en matière d'emploi » à la page 5 pour des précisions.

The implementation plans shall:

- be five-year plans;
- contain clearly stated annual objectives and outcomes for implementation at both the system and the school levels;
- contain a plan of action to identify and eliminate racial and ethnocultural biases and barriers in board policies and practices and in the planning and delivery of educational programs;
- involve partnership activities with local communities, including Aboriginal groups, diverse racial and ethnocultural groups, and other education partners;
- contain mechanisms for evaluating progress, including an accountability mechanism for all of the school board staff.

The policy development and implementation processes shall be conducted in the language of the board. Boards and sections are encouraged to find alternative communication strategies when members of the community involved in the development of the policies and the implementation plan do not speak the language of the board.

At all stages of implementation, a high priority shall be assigned to broadening the curriculum to include diverse perspectives and to eliminating stereotyping. In the implementation of the policies, it is essential that staff members are made aware of the issues and are given opportunities to develop skills in dealing with racism.

Approval of Policies and Implementation Plans

Board policies and implementation plans are to be submitted for approval to the appropriate regional office of the Ministry of Education and Training within the specified timelines. The ministry will review the policies and implementation plans and determine whether or not they satisfy the requirements for approval. The ministry will use the document Antiracism and Ethnocultural Equity in School Boards when evaluating boards' policies and implementation plans.

Monitoring of Implementation

There shall be community and student involvement in monitoring policy implementation. School boards shall submit annual progress reports to the appropriate regional office of the Ministry of Education and Training. In addition, the ministry will conduct cyclical audits of the policy implementation.

Calendrier pour l'élaboration, l'approbation et la mise en oeuvre de la politique

Le ministère comprend que les conseils scolaires en sont à des étapes différentes dans l'élaboration d'une politique d'antiracisme et d'équité ethnoculturelle et dans la mise en oeuvre d'activités connexes. Les conseils scolaires ayant déjà une politique en place doivent la réexaminer et s'assurer qu'elle satisfait aux exigences énoncées dans la présente. Ces conseils scolaires peuvent commencer à soumettre leur politique et leur plan de mise en oeuvre révisés à l'approbation du ministère en octobre 1993. Les conseils scolaires qui élaborent à l'heure actuelle une politique et un plan de mise en oeuvre doivent les soumettre à l'approbation du ministère dès qu'ils sont terminés.

Les conseils scolaires devront remettre leur politique et leur plan de mise en oeuvre au ministère le 31 mars 1995 au plus tard.

Les conseils scolaires devront commencer la mise en oeuvre de leur politique d'antiracisme et d'équité ethnoculturelle dès qu'elle aura été approuvée par le ministère. La mise en oeuvre devra commencer le 1^er^ septembre 1995 au plus tard.

Exigences relatives à la politique et au plan de mise en oeuvre

Chaque conseil scolaire doit élaborer une politique globale et un plan de mise en oeuvre qui visent à intégrer les principes de l'antiracisme et de l'équité ethnoculturelle dans tous les aspects des programmes d'éducation et du fonctionnement du conseil scolaire. La politique et le plan doivent refléter l'engagement des cadres et du personnel du conseil à cerner puis à redresser les iniquités et obstacles systémiques auxquels se heurtent les autochtones et les minorités raciales et ethnoculturelles dans la planification et la prestation des programmes et services d'éducation.

La politique et le plan de mise en oeuvre doivent toucher aux dix principaux domaines ci-dessous :

- politiques, lignes directrices et pratiques du conseil scolaire
- leadership
- partenariat école-collectivité
- programme d'études
- langue des élèves
- évaluation et placement des élèves
- orientation et counselling

The ministry will make use of the document Antiracism and Ethnocultural Equity in School Boards in monitoring implementation of boards' antiracism and ethnocultural equity policies.

Employment Equity

Equitable employment practices form an integral part of boards' antiracism and ethnocultural equity policies and practices. The work force in the school board should reflect and be capable of understanding and responding to the experiences of Ontario's culturally and racially diverse population.

The proposed Employment Equity Act (Bill 79)[5] will provide all employers, including school boards, with direction for the development, implementation, and monitoring of employment equity plans. Consequently, school boards are advised not to undertake work-force surveys, define designated groups or subgroups, or determine numerical goals for designated groups before the proposed Employment Equity Act becomes law.

In the meantime, boards should begin to identify systemic barriers in employment, as well as establish equity principles, in order to lay the foundations for the development of employment equity plans in the future. Further information will be available after the proposed Employment Equity Act becomes law.

Ministry Assistance

The resource document Changing Perspectives will be released along with Antiracism and Ethnocultural Equity in School Boards. Vers une nouvelle optique, the French-language adaptation of Changing Perspectives, will be released in the fall of 1993. The ministry will be publishing additional resource materials in the future to assist boards in implementing their policies. The ministry's regional office staff are available to assist school boards with the development of policies and implementation plans and with the implementation of the policies.

Please share the information contained in this memorandum with all school board personnel.

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[5] An Act to Provide for Employment Equity for Aboriginal People, People With Disabilities, Members of Racial Minorities and Women.

Antécédents

En 1987, un comité consultatif provincial a produit un rapport intitulé Élaboration d'une politique d'équité en matière de relations raciales et ethnoculturelles, dont le but était de présenter, à l'intention des conseils scolaires, un modèle possible de politique sur les relations raciales. Le document avait fait l'objet d'un examen critique à l'échelon provincial.

Pendant l'hiver et le printemps de 1993, le ministère a tenu une série de tables rondes avec les conseils scolaires pour connaître leurs activités, leurs points de vue et leurs besoins dans les domaines de l'antiracisme et de l'équité ethnoculturelle. Les renseignements recueillis lors de ces rencontres ont aidé à élaborer l'orientation et les exigences décrites dans cette note.

Exigences législatives

Conformément à une modification apportée à la Loi sur l'éducation[3] en 1992, chaque conseil scolaire doit élaborer une politique d'équité ethnoculturelle et d'antiracisme et un plan de mise en oeuvre, soumettre la politique et le plan à l'approbation du ministre et mettre en oeuvre les modifications de la politique selon les directives du ministre. Pour mettre en oeuvre sa politique, chaque conseil scolaire doit réexaminer sa façon de fonctionner et y apporter des modifications fondamentales. Certains des changements requis s'effectueront immédiatement et d'autres se feront graduellement. Le document intitulé L'antiracisme et l'équité ethnoculturelle dans les conseils scolaires : Lignes directrices pour l'élaboration et la mise en oeuvre d'une politique a été préparé dans le but d'aider les conseils scolaires à élaborer leur politique et le plan de mise en oeuvre.

Plusieurs des exigences relatives à la politique d'antiracisme et d'équité ethnoculturelle des conseils scolaires relèvent de la compétence exclusive des sections de conseil. Les conseils scolaires de langue française et les sections de langue française doivent élaborer, à des fins d'approbation, une politique et un plan de mise en oeuvre qui se conforment à l'article 23 de la Charte des droits et libertés et aux Parties XII et XIII de la Loi sur l'éducation, L.R.O. de 1990, chapitre E.2. Les sections peuvent joindre leur politique et leur plan de mise en oeuvre à ceux du conseil plénier.

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[3] Loi sur l'éducation, L.R.O. de 1990, chapitre E.2, alinéa 29.1 du paragraphe 1 de l'article 8 (édition de juillet 1992).

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Ontario

Ministère de l'Éducation
et de la Formation

Directives émanant du
sous-ministre de
l'Éducation et de la Formation

Politique/Programmes
Note n° 119

Date d'émission : Le 13 juillet 1993

En vigueur : Jusqu'à abrogation ou modification

Objet : ÉLABORATION ET MISE EN OEUVRE D'UNE POLITIQUE D'ANTIRACISME ET D'ÉQUITÉ ETHNOCULTURELLE DANS LES CONSEILS SCOLAIRES

À l'attention des : Présidentes et présidents des conseils scolaires et des sections de la minorité linguistique[1]
Directrices et directeurs de l'éducation

Introduction

Le gouvernement de l'Ontario tient à offrir aux élèves des écoles de langue française et des écoles de langue anglaise une éducation de première qualité et la possibilité d'obtenir la même formation scolaire. De plus, le gouvernement juge essentiel que les écoles préparent les élèves à fonctionner efficacement dans un monde de plus en plus diversifié.

On reconnaît de plus en plus que les structures, les politiques et les programmes en éducation reflètent surtout une perspective européenne et ne tiennent pas compte des points de vue, des expériences et des besoins des autochtones[2] ainsi que des nombreux groupes raciaux et ethnoculturels minoritaires. Par conséquent, le système scolaire présente des iniquités systémiques qui limitent les possibilités d'épanouissement des autochtones et des autres élèves et des membres du personnel issus des minorités raciales et ethnoculturelles. C'est pourquoi les éducatrices et les éducateurs doivent recenser et modifier les politiques en place ainsi que les pratiques et comportements individuels qui sont racistes de par leur incidence, si ce n'est par leur intention. Une éducation antiraciste et fondée sur l'équité ethnoculturelle va plus loin qu'une éducation multiculturelle, dans laquelle on se limite à enseigner des notions sur les cultures et traditions de divers groupes.

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[1] Dans le présent document, le terme « conseil scolaire » comprend les sections de langue française et les sections de langue anglaise.

[2] Par « autochtones », on entend les premiers habitants du Canada, les peuples indigènes du Canada et leur descendance. Les peuples autochtones comprennent les Amérindiens, les Inuits et les métis du Canada.

ON07840 EF

Ontario Ministry of Education and Training

Issued under the authority of the Deputy Minister of Education and Training

Policy/Program Memorandum No. 120

Date of Issue: June 1, 1994

Effective: Until revoked or modified

Subject: SCHOOL BOARD POLICIES ON VIOLENCE PREVENTION IN SCHOOLS

Application: Chairpersons of School Boards and Minority-Language Sections
Directors of Education

Note: Please share the information in this memorandum with all school board personnel.

Introduction

The Ministry of Education and Training is committed to ensuring that schools are violence-free so that students may have safe learning environments in which to reach their full potential.

In November 1993, the Minister of Education and Training announced an action plan to address the issue of violence in schools. In this action plan, ten initiatives were identified that were to be launched immediately. Two of the initiatives referred to policy directions to school boards - one on the development of violence-prevention policies and the other on the reporting of violent incidents to the police and the ministry and on the recording of violent incidents.

The Policy Document on Violence Prevention

The document Violence-Free Schools Policy is a directive intended for school boards. It outlines the process for developing a violence-prevention policy and the mandatory components of the policy. The document also outlines the required procedures to follow for the reporting of violent incidents to the police and the ministry and for the recording of such incidents in the Ontario Student Record (OSR).

The ministry is aware that school boards are at different stages in developing policies on violence prevention and procedures for reporting and recording violent incidents. School boards and minority-language sections that have related policies already in place shall review and revise their policies to ensure that they are in keeping with Violence-Free Schools Policy.

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Community Involvement

School boards' violence-prevention policies shall be developed in collaboration with a wide range of community partners - for example, parents, students, educators, police, and representatives from social agencies - and shall take into account the policies on antiracism and ethnocultural equity that school boards are developing.

Approval of Policies and Implementation Plans

School boards and minority-language sections shall submit their violence-prevention policies and implementation plans to the appropriate regional office of the Ministry of Education and Training no later than June 30, 1995. The ministry will review the policies and plans to ensure that they are in keeping with Violence-Free Schools Policy. Policies must be implemented or in place no later than September 1995.

Ministry Assistance

Staff members of the ministry's regional offices and the Violence Prevention Secretariat are available to assist school boards in the development and implementation of their policies. The addresses and telephone numbers are provided below:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
North York, Ontario
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Telephone: (807) 475-1571

Western Ontario Region
759 Hyde Park Road
London, Ontario
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Telephone: (519) 472-1440

Violence Prevention Secretariat
Ministry of Education and Training
Queen's Park
Mowat Block, 13th Floor
Toronto, Ontario
M7A 1L2
Telephone: (416) 325-2524

Participation de la communauté

Les conseils scolaires doivent élaborer leur politique de prévention de la violence en collaboration avec divers partenaires de leur communauté, notamment les parents, les élèves, les éducatrices et éducateurs, la police et les organismes de services sociaux. Il leur faudra aussi tenir compte des directives sur l'antiracisme et l'équité ethnoculturelle.

Approbation de la politique et du plan de mise en œuvre

Les conseils scolaires et les sections de la minorité linguistique doivent remettre au plus tard le 30 juin 1995 leur politique de prévention de la violence et leur plan de mise en œuvre au bureau régional approprié du ministère de l'Éducation et de la Formation. Le ministère s'assurera de leur conformité avec les directives énoncées dans le document *Pour des écoles sans violence : une politique*. La politique devra être en place en septembre 1995.

Aide du ministère

Le personnel des bureaux régionaux du ministère et le Secrétariat à la prévention de la violence peuvent aider les conseils scolaires à élaborer et à mettre en œuvre leur politique.

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Ontario
Ministère de l'Éducation
et de la Formation

Directives émanant du sous-ministre
de l'Éducation et de la Formation

Politique/Programmes
Note nº 120

Date d'émission : Le 1er juin 1994

En vigueur : Jusqu'à abrogation ou modification

Objet : POLITIQUE DES CONSEILS SCOLAIRES SUR LA PRÉVENTION DE LA VIOLENCE

À l'attention des : Présidentes et présidents de conseils scolaires et de sections de la minorité linguistique
Directrices et directeurs de l'éducation

Remarque : Prière de diffuser la présente à tous les membres du personnel du conseil scolaire.

Introduction

Le ministère de l'Éducation et de la Formation entend combattre la violence dans les écoles pour offrir aux élèves un milieu d'apprentissage sûr où il leur est possible de s'épanouir pleinement.

En novembre 1993, le ministre de l'Éducation et de la Formation annonçait un plan d'action visant à éliminer la violence dans les écoles. Ce plan proposait dix initiatives dont la mise en œuvre devait se faire dans l'immédiat. Deux d'entre elles portaient sur l'orientation générale des conseils scolaires concernant, d'une part, l'élaboration de la politique de prévention de la violence et, d'autre part, le signalement d'incidents violents à la police et au ministère et l'enregistrement de tels incidents.

Énoncé de principes sur la prévention de la violence

Le document *Pour des écoles sans violence : une politique* s'adresse aux conseils scolaires. On y décrit la démarche pour élaborer une politique de prévention de la violence ainsi que les éléments qui doivent en faire partie. Le document précise aussi la marche à suivre pour signaler les incidents violents à la police et au ministère, et pour les enregistrer au Dossier scolaire de l'Ontario (DSO).

Le ministère sait que les conseils scolaires sont rendus à différents stades dans l'élaboration de leur politique de prévention de la violence et de la marche à suivre pour signaler et enregistrer des incidents violents. Les conseils scolaires et les sections de la minorité linguistique qui ont déjà adopté des politiques similaires les reverront pour s'assurer qu'elles sont conformes aux lignes directrices du document *Pour des écoles sans violence : une politique*.

Ontario

Ministry of Education
and Training

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Issued under the authority of the
Deputy Minister of Education and Training

Policy/Program Memorandum No. 121

Date of Issue: October 11, 1994

Effective: Until revoked or modified

Subject: SUSPENSION AND DISMISSAL OF SUPERVISORY OFFICERS

Application: Chairpersons of School Boards
Directors of Education
Supervisory Officers

I. BACKGROUND

The Education Act provides that a supervisory officer may be suspended or dismissed by a school board, in accordance with the regulations, for neglect of duty, misconduct, or inefficiency. Regulation 309 contains provisions concerning the procedures for suspending and dismissing supervisory officers. Those provisions have been changed in a recent amendment, Ontario Regulation 162/93.

II. AMENDMENTS

The Education Act has not been amended with respect to the suspension or dismissal of supervisory officers. However, sections 8 to 15 of Regulation 309 were revoked by Ontario Regulation 162/93, and the following was substituted as section 8:

(1) A board shall not suspend or dismiss a supervisory officer without first giving the supervisory officer reasonable information about the reasons for the suspension or dismissal and an opportunity to make submissions to the board.

(2) A supervisory officer who wishes to make submissions to the board may make them orally or in writing.

III. PROCEDURAL FAIRNESS AND SUFFICIENCY OF EVIDENCE

To be sustainable, the suspension or dismissal of a supervisory officer must meet the following two requirements: (a) the process through which the board arrives at its decision must be fair; and (b) there must be sufficient evidence of neglect of duty, misconduct, or inefficiency to support the board's decision. Before suspending or dismissing a supervisory officer, a board must carefully consider all relevant facts and arguments. The Education Act

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and Regulation 309, as amended, do not permit boards to suspend or dismiss supervisory officers in a summary or an arbitrary manner. Boards should therefore be aware of the following procedural requirements:

a) *Notice and Disclosure.* The board must inform the supervisory officer in writing why it is considering his or her suspension or dismissal, and the board must provide the supervisory officer with a complete disclosure of all the information that it intends to consider in making its decision. The supervisory officer must have a reasonable period of time in which to consult legal counsel and to prepare oral or written submissions.

b) *Opportunity to Be Heard.* Prior to making its decision, the board must provide the supervisory officer with a genuine opportunity to be heard. That is, the board must give the supervisory officer an opportunity to respond to the allegations against him or her and to present any facts or arguments that may have a bearing on the matter. Legal counsel or another representative should be permitted to make submissions on behalf of the supervisory officer.

   Although Regulation 309, as amended, does not require a formal hearing to be held, a hearing may be the best way to ensure fairness in some circumstances.

c) *Reasons for the Suspension or Dismissal.* Subsection 287(2) of the Education Act requires the board to provide the reasons in writing to the Minister and to the supervisory officer for its decision to suspend or dismiss the supervisory officer.

IV. CONTRACT OF EMPLOYMENT

A board and a supervisory officer may enter into a written individual contract of employment. The contract could contain a job description, as well as provisions concerning the board's performance appraisal process, salary and benefits, and other matters mutually agreed upon.

V. REDUNDANCY IN SUPERVISORY OFFICER POSITIONS

Section 7 of Regulation 309, which deals with redundancy in supervisory officer positions, was not affected by the amendments in Ontario Regulation 162/93. Since section 7 remains unchanged, its provisions are not discussed in this memorandum. Boards that are restructuring their organization are advised to review the requirements given in section 7.

Ontario

Ministère de l'Éducation
et de la Formation

Directives émanant du sous-ministre
de l'Éducation et de la Formation

Politique/Programmes Note nº 121

Date d'émission : 11 octobre 1994

En vigueur : jusqu'à abrogation ou modification

Objet : SUSPENSION ET CONGÉDIEMENT D'UNE AGENTE OU D'UN AGENT DE SUPERVISION

À l'attention de :
Présidentes et présidents de conseil scolaire
Directrices et directeurs de l'éducation
Agentes et agents de supervision

I. GÉNÉRALITÉS

La Loi sur l'éducation prévoit qu'une agente ou qu'un agent de supervision peut, conformément aux règlements, être suspendu ou congédié par un conseil scolaire pour négligence de ses fonctions, inconduite ou incompétence. Le Règlement 309 contient les dispositions décrivant la marche à suivre pour suspendre ou congédier une agente ou un agent de supervision. On a récemment modifié ces dispositions par le biais du Règlement de l'Ontario 162/93.

II. MODIFICATIONS

La Loi sur l'éducation n'a pas été modifiée en ce qui a trait à la suspension ou au congédiement d'une agente ou d'un agent de supervision. Toutefois, les articles 8 à 15 du Règlement 309 ont été abrogés par le Règlement 162/93; le texte de l'article 8 stipule ce qui suit :

1) **Un conseil scolaire ne peut suspendre ni congédier une agente ou un agent de supervision sans d'abord lui donner suffisamment de renseignements sur les motifs de sa suspension ou de son congédiement et lui offrir la possibilité de présenter son point de vue au conseil scolaire.**

2) **Une agente ou un agent de supervision qui veut présenter son point de vue au conseil scolaire peut le faire verbalement ou par écrit.**

III. IMPARTIALITÉ DE LA MARCHE À SUIVRE ET SUFFISANCE DE LA PREUVE

Pour être justifié, la suspension ou le congédiement d'une agente ou d'un agent de supervision doit répondre à deux exigences : a) la marche à suivre adoptée par le conseil scolaire doit être impartiale; et b) il doit y avoir preuve suffisante de négligence des fonctions, d'inconduite ou d'incompétence pour appuyer la décision du conseil scolaire. Avant de suspendre ou de congédier une agente ou un agent de supervision, un conseil scolaire doit étudier en profondeur tous les faits et les arguments pertinents. La Loi sur l'éducation et le Règlement 309, tel que modifié, ne permettent pas à un conseil scolaire de

suspendre ou de congédier une agente ou un agent de supervision d'une façon sommaire ni arbitraire. Les conseils scolaires doivent par conséquent prendre connaissance des exigences relatives à la marche à suivre :

a) *Avis et divulgation.* Le conseil scolaire doit informer par écrit l'agente ou l'agent de supervision de la raison invoquée pour justifier sa suspension ou son congédiement; cet avis doit être accompagné de la divulgation de tous les renseignements que le conseil entend utiliser pour prendre sa décision. L'agente ou l'agent de supervision doit disposer d'une période de temps raisonnable pour consulter une avocate ou un avocat et pour préparer son argumentation verbale ou écrite.

b) *Possibilité d'être entendu.* Avant de prendre sa décision, le conseil scolaire doit fournir à l'agente ou à l'agent de supervision une possibilité réelle d'être entendu, c'est-à-dire de répondre aux allégations qui pèsent contre elle ou lui et de présenter des faits ou des arguments qui peuvent avoir un lien avec ces allégations. L'avocate ou l'avocat, ou une autre personne, doit avoir la possibilité de présenter des observations au nom de l'agente ou de l'agent de supervision.

   Le Règlement 309, tel que modifié, n'exige pas la tenue d'une audience formelle, laquelle demeure le meilleur moyen de garantir l'impartialité dans certaines circonstances.

c) *Motifs de la suspension ou du congédiement.* Le paragraphe 287(2) de la Loi sur l'éducation exige du conseil scolaire qu'il fournisse par écrit, au ministre et à l'agente ou à l'agent de supervision, les motifs de sa décision de suspendre ou de congédier cette agente ou cet agent.

IV. CONTRAT D'EMPLOI

Un conseil scolaire et une agente ou un agent de supervision peuvent signer un contrat d'emploi individuel. Ce contrat peut comprendre la description du poste, ainsi que des dispositions relatives au mode d'évaluation du rendement par le conseil scolaire, au salaire et aux avantages sociaux et à d'autres questions mutuellement reconnues.

V. POSTE EXCÉDENTAIRE

L'article 7 du Règlement 309, qui porte sur les situations où un poste d'agente ou d'agent de supervision devient excédentaire, n'a pas été touché par les modifications contenues dans le Règlement de l'Ontario 162/93. Étant donné que l'article 7 demeure inchangé, les dispositions qui y sont contenues ne sont pas abordées dans la présente. On recommande aux conseils scolaires qui restructurent leurs opérations de passer en revue les exigences de l'article 7.

Ontario

Ministry of Education
and Training

Issued under the authority of the
Deputy Minister of Education and Training

Policy/Program Memorandum No. 122

Date of Issue: April 12, 1995

Effective: Until revoked
or modified

Subject: SCHOOL BOARD POLICIES ON SCHOOL COUNCILS

Application: Chairpersons of School Boards and
Minority-Language Sections
Directors of Education
Principals of Schools

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BACKGROUND

The government recognizes that the education of Ontario's young people is a shared responsibility involving schools, students and their families, and members of the community. Parents and guardians have the right, as well as the responsibility, to participate in the education of their children, and can contribute to their children's development in a wide variety of ways. Other members of the community, including members of health, social service, and recreational agencies, also offer a wealth of experience and expertise that may be of benefit to students. Students themselves may have some excellent suggestions pertaining to their education. Members of all of these groups should, therefore, have the opportunity to advise in educational matters.

The Ministry of Education and Training is committed to encouraging partnerships that will enhance the education of the province's young people and foster increased sharing of information about the programs being offered by schools. In Ontario, many schools already have an association or committee that enables parents and other community members to provide input on topics pertaining to the school's educational program. Feedback from these committees and associations and from the schools has been positive and encouraging, and indicates that community participation has been very valuable.

The recent reports of the Royal Commission on Learning and the Ontario Parent Council have recommended that all schools be required to establish advisory committees to increase communication between schools and their communities and, in the words of the commission's report, to enable parents and students to assume "a more responsible and active role" in education programs and services within their local community. These reports support similar recommendations made over the years by provincial parent associations.

Ref.
370.9713
O59 ME/M

DEVELOPMENT OF SCHOOL BOARD POLICIES ON SCHOOL COUNCILS

The provincial policy on school councils will require school boards and minority-language sections to develop policies that direct schools in their jurisdictions to begin the establishment of school councils in September 1995, and to ensure that a school council is in place in all schools by June 1996. This memorandum outlines the minimum requirements for the composition and functioning of school councils that must be included in each school board's or section's policy.[1]

School board policies should enable school communities either to establish entirely new organizations as the school councils or to set up the school councils by adapting existing parent/community associations or committees so that they conform to the requirements set out in this memorandum. It is important to note, however, that school communities may have parent/community organizations in addition to the school councils. The school councils are not intended to replace such organizations, which continue to make valuable contributions within the education community.

School boards are encouraged to involve parents in the development of board policies on school councils.

MINIMUM REQUIREMENTS FOR THE COMPOSITION AND OPERATION OF SCHOOL COUNCILS

School boards must ensure that the following requirements are included in their policies on school councils.

1. Membership and Term of Office

Members of a school council shall include, but not be limited to:
- parents and guardians of students enrolled in the school;
- community representatives;
- a student (mandatory in secondary schools; in elementary schools, at the discretion of the principal);
- the school principal;
- a teacher;
- a non-teaching staff member.

Parents and guardians shall form the majority of the council, except in adult day schools, where parent positions shall be held by students. It is expected that the membership of the council will reflect the diversity of the school community.

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[1] Henceforth in this document, the term "school board" includes minority-language sections.

Membership in the school council shall be determined in the following ways:

- Parents shall be elected by parents and guardians of students enrolled in the school.
- The chair of the council shall be a member who is also a parent and shall be elected by the council.
- Community representatives shall be appointed by the council.
- The student representative shall be elected by students.
- The school principal shall be a designated member.
- The teacher representative shall be elected by members of the teaching staff.
- The non-teaching staff member shall be elected by members of the non-teaching staff.

The term of office for elected and appointed positions shall be one or two years, as determined by board policy. Elected and appointed members may seek additional terms of office.

There will be no honorarium paid to members of the school council.

2. Roles and Responsibilities of the School Councils

School councils are advisory bodies. A school council will provide advice to the school principal and, where appropriate, to the school board on any of the matters listed below that the council has identified as priorities:

- local school-year calendar
- school code of student behaviour
- curriculum and program goals and priorities
- the responses of the school or school board to achievement in provincial and board assessment programs
- preparation of the school profile
- selection of principals
- school budget priorities, including local capital-improvement plans
- school-community communication strategies
- methods of reporting to parents and the community
- extracurricular activities in the school
- school-based services and community partnerships related to social, health, recreational, and nutrition programs
- community use of school facilities
- local co-ordination of services for children and youth
- development, implementation, and review of board policies at the local level

The provincial policy will require that a school board's policy direct the school principal and, where relevant, senior staff and trustees of the board to seek advice from the school council as part of the process of making decisions with regard to the matters listed above.

In addition to its advisory responsibilities, the school council shall:
- establish its goals, priorities, and procedures;
- organize information and training sessions to enable members of the council to develop their skills as council members;
- hold a minimum of four meetings per year (all meetings shall be open to members of the school community);
- communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the council, and to report on the activities of the council to the school community;
- promote the best interests of the school community.

3. Roles and Responsibilities of School Council Members

a) Chair

The chair of the school council shall:
- call school council meetings;
- prepare the agenda for school council meetings;
- chair school council meetings;
- ensure that the minutes of school council meetings are recorded and maintained;
- participate in information and training programs;
- communicate with the school principal;
- ensure that there is regular communication with the school community;
- consult with senior board staff and trustees, as required.

b) Council Members

The members of the school council shall:
- participate in council meetings;
- participate in information and training programs;
- act as a link between the school council and the community;
- encourage the participation of parents from all groups and of other people within the school community.

c) The Principal

The principal of the school shall:
- facilitate the establishment of the school council and assist in its operation;
- support and promote the council's activities;
- seek input from the council in areas for which it has been assigned advisory responsibility;
- act as a resource on laws, regulations, board policies, and collective agreements;
- obtain and provide information required by the council to enable it to make informed decisions;
- communicate with the chair of the council, as required;

- ensure that copies of the minutes of the council's meetings are kept at the school;
- assist the council in communicating with the school community;
- encourage the participation of parents from all groups and of other people within the school community.

4. The School Board and the School Councils

Some school boards already include parents and other members of the community in an advisory role at the board level. School boards are encouraged to continue, or to initiate, this practice. Boards are also encouraged to facilitate communication among the school councils within their jurisdiction.

School boards shall review and revise their policies on the selection of principals to ensure that the school councils participate in principal selection. Boards shall also involve representatives of their school councils in the revision of these policies.

5. Evaluation and Reporting

School boards shall develop procedures for evaluating the implementation of their policies on the establishment and operation of school councils.

A report on the establishment and operation of the school councils shall be included in the annual report of the director of education of each school board.

ASSISTANCE FROM THE MINISTRY

School Council Handbook

The ministry will collaborate with stakeholders to produce a school council handbook to assist school boards, schools, and school councils. The handbook will contain materials and information to help boards establish school councils and to assist the members of school councils in carrying out their responsibilities. It will be available in September 1995.

Professional Development

The ministry will work with school boards and other organizations and stakeholders to ensure that such programs as the Supervisory Officer's Qualification Program and the Principal's Qualification Program prepare school board members and principals for their work with school councils. The ministry will also collaborate with boards and other stakeholders to develop in-service programs and materials for school council members.

School Council Forum

The ministry and stakeholder groups will organize a School Council Forum in the spring of 1996. This forum is intended to provide opportunities for representatives of school councils and school boards throughout the province to discuss their experiences in setting up and maintaining their councils. It will also enable members of school councils across the province to establish a basis for networking. Further details about the forum will be provided later this year.

SOUTIEN FOURNI PAR LE MINISTÈRE

Guide sur les conseils d'école

Le ministère collaborera avec les groupes concernés pour publier un guide sur les conseils d'école destiné aux conseils scolaires, aux écoles et aux conseils d'école. Ce guide contiendra de la documentation et des renseignements pour guider les conseils scolaires dans l'établissement des conseils d'école et pour aider les membres des conseils d'école à s'acquitter de leurs responsabilités. Ce guide sera prêt en septembre 1995.

Perfectionnement professionnel

Le ministère travaillera avec les conseils scolaires et d'autres organismes ainsi que les groupes concernés pour assurer que les programmes menant à la qualification d'agente ou d'agent de supervision ou de directeur ou de directrice d'école préparent ces personnes à travailler avec les conseils d'école. Le ministère collaborera aussi avec les conseils scolaires et les groupes concernés pour élaborer des programmes de formation et de la documentation pour les membres des conseils d'école.

Forum sur les conseils d'école

De concert avec les groupes concernés, le ministère organisera un forum sur les conseils d'école au cours du printemps de 1996. Ce forum devrait permettre aux personnes représentant les conseils d'école et les conseils scolaires de discuter de leur expérience dans l'établissement et le maintien de leur conseil d'école. Les membres des conseils d'école auront aussi la possibilité d'établir les bases de leur propre réseau provincial. Des précisions sur le forum seront fournies un peu plus tard au cours de l'année.

- être des agents de liaison entre le conseil d'école et la collectivité;
- encourager la participation de parents provenant de tous les groupes ainsi que d'autres personnes de la collectivité desservie par l'école.

c) La directrice ou le directeur d'école

La directrice ou le directeur d'école devra :

- faciliter l'établissement du conseil d'école et soutenir son processus de fonctionnement;
- soutenir et promouvoir les activités du conseil d'école;
- consulter le conseil d'école dans les domaines relevant de la responsabilité consultative de ce dernier;
- servir de personne-ressource au sujet des lois, des règlements, des politiques du conseil scolaire et des conventions collectives;
- obtenir et fournir les informations demandées par le conseil d'école pour lui permettre de prendre des décisions éclairées;
- communiquer au besoin avec la présidente ou le président du conseil d'école;
- s'assurer que les procès-verbaux des réunions du conseil d'école sont conservés à l'école;
- aider le conseil d'école à communiquer avec la collectivité;
- encourager la participation de parents provenant de tous les groupes ainsi que d'autres personnes de la collectivité desservie par l'école.

4. Le conseil scolaire et les conseils d'école

Certains conseils scolaires possèdent déjà des structures qui attribuent un rôle consultatif aux parents et à la collectivité. On encourage les conseils scolaires à continuer cette pratique ou à l'adopter. On les encourage également à faciliter la communication entre les conseils des écoles sous leur juridiction.

Les conseils scolaires devront réviser leur politique concernant la sélection des directrices et des directeurs d'école pour assurer la participation du conseil d'école dans le processus de sélection. Les conseils scolaires devront aussi inclure des personnes représentant les conseils d'école dans la révision de cette politique.

5. Évaluation et compte rendu des résultats

Les conseils scolaires devront élaborer des procédures pour évaluer l'application de leur politique visant à régir l'établissement et le fonctionnement des conseils d'école.

Le rapport annuel de la directrice ou du directeur de l'éducation de chaque conseil scolaire devra contenir un compte rendu sur l'établissement et le fonctionnement des conseils d'école.

- les services offerts par l'école et les partenariats avec la collectivité concernant les services sociaux, de santé et d'alimentation;
- l'utilisation des installations scolaires par la collectivité;
- la coordination des services locaux offerts aux jeunes;
- l'élaboration, l'application et la révision des politiques du conseil scolaire, au niveau local.

Conformément à la politique provinciale, il faudra que la politique du conseil scolaire prescrive à la directrice ou au directeur d'école et, lorsque c'est approprié, aux cadres administratifs et aux conseillères ou aux conseillers scolaires du conseil scolaire de consulter le conseil d'école sur les sujets ci-dessus.

Outre ses responsabilités en tant qu'organisme consultatif, le conseil d'école devra :
- déterminer ses buts, ses priorités et ses procédures;
- organiser des programmes d'information et de formation afin de permettre à ses membres d'acquérir les compétences reliées à leur fonction;
- tenir au moins quatre réunions par an, auxquelles devra pouvoir assister la collectivité desservie par l'école;
- communiquer régulièrement avec les parents et la collectivité pour connaître leurs points de vue et leurs préférences sur les sujets traités par le conseil d'école de même que pour faire rapport de ses activités;
- promouvoir au mieux les intérêts de la collectivité desservie par l'école.

3. Rôles et responsabilités des membres du conseil d'école

a) Présidente ou président

La présidente ou le président du conseil d'école devra :
- convoquer les réunions du conseil d'école;
- en préparer l'ordre du jour;
- présider les réunions du conseil d'école;
- s'assurer qu'un procès-verbal est rédigé pour chaque réunion et qu'il est conservé;
- participer aux programmes d'information et de formation;
- faire la liaison avec la directrice ou le directeur d'école;
- s'assurer que le conseil d'école communique régulièrement avec la collectivité;
- consulter, au besoin, les cadres administratifs et les conseillères ou les conseillers scolaires du conseil scolaire.

b) Les membres du conseil d'école

Les membres du conseil d'école devront :
- participer aux réunions du conseil d'école;
- participer aux programmes d'information et de formation;

Le conseil d'école se composera en majorité de parents, de tutrices ou de tuteurs. On s'attend à ce que la composition du conseil d'école reflète la diversité de la collectivité desservie par l'école. Dans le cas des écoles de jour pour adultes, les postes réservés aux parents seront occupés par des élèves.

La composition du conseil d'école devra s'effectuer comme il est énoncé ci-dessous.
- Les parents seront élus par les parents et les tutrices ou les tuteurs des élèves fréquentant l'école.
- Le conseil d'école élira un des parents membres du conseil d'école pour en exercer la présidence.
- Les personnes représentant la collectivité seront nommées par le conseil d'école.
- La personne représentant les élèves sera élue par la population étudiante.
- La directrice ou le directeur d'école sera un membre d'office du conseil d'école.
- L'enseignante ou l'enseignant sera élu par le personnel enseignant.
- La personne représentant le personnel non enseignant sera élue par le personnel non enseignant.

La durée du mandat des membres élus ou nommés sera d'un an ou deux, selon la politique élaborée par le conseil scolaire. Tout membre pourra demander un renouvellement de son mandat au terme de celui-ci.

Les membres du conseil d'école ne recevront pas d'honoraires.

2. Rôles et responsabilités du conseil d'école

Le conseil d'école est un organisme consultatif. Il conseillera la directrice ou le directeur d'école et, lorsque c'est approprié, le conseil scolaire sur les sujets que le conseil d'école aura jugés prioritaires et qui sont énoncés ci-dessous :
- le calendrier local de l'année scolaire;
- le code de conduite de l'école;
- les buts et les priorités des programmes scolaires et du programme d'études;
- les réponses de l'école et du conseil scolaire au sujet des résultats obtenus dans les programmes d'évaluation de la province ou du conseil scolaire;
- la préparation d'un profil de l'école;
- la sélection de la directrice ou du directeur d'école;
- les priorités inscrites au budget de l'école, notamment les projets d'amélioration des immobilisations;
- les stratégies de communication entre l'école et la collectivité;
- les méthodes pour communiquer les résultats aux parents et à la collectivité;
- les activités parascolaires;

ÉLABORATION DES POLITIQUES DES CONSEILS SCOLAIRES CONCERNANT LES CONSEILS D'ÉCOLE

Conformément à la politique provinciale sur les conseils d'école, il faudra que les conseils scolaires et les sections de la minorité linguistique prescrivent dans leur politique à chacune des écoles sous leur juridiction de commencer à former un conseil d'école en septembre 1995 et de l'avoir établi en juin 1996. La présente note de service énonce les exigences minimales que la politique des conseils scolaires[1] ou des sections devra contenir en ce qui concerne la composition et le fonctionnement des conseils d'école.

Dans leur politique, les conseils scolaires devraient permettre à la collectivité soit de créer de nouveaux organismes en tant que conseils d'école, soit de modifier la structure d'associations ou de comités parents-collectivité qui formeraient les conseils d'école conformément aux exigences de la présente note de service. Il faut noter cependant que la collectivité desservie par l'école peut bénéficier d'organismes parents-collectivité en plus d'un conseil d'école. Les conseils d'école ne sont pas conçus pour remplacer ces organismes, lesquels contribuent d'une façon appréciable à l'éducation.

On encourage les conseils scolaires à demander aux parents de participer à l'élaboration de leur politique concernant les conseils d'école.

EXIGENCES MINIMALES CONCERNANT LA COMPOSITION ET LE FONCTIONNEMENT DES CONSEILS D'ÉCOLE

Les conseils scolaires devront inclure les exigences énoncées ci-après dans leur politique concernant les conseils d'école.

1. Composition des conseils d'école et durée des mandats

Tout conseil d'école devra compter les membres suivants, mais cette liste n'est toutefois pas restrictive :
- des parents, des tutrices ou des tuteurs d'élèves de l'école;
- des personnes représentant la collectivité desservie par l'école;
- un ou une élève (l'inclusion d'un ou d'une élève est obligatoire dans les écoles secondaires, mais laissée à la discrétion de la directrice ou du directeur d'école dans les écoles élémentaires);
- la directrice ou le directeur de l'école;
- une enseignante ou un enseignant;
- un membre du personnel non enseignant.

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[1] Par «conseils scolaires», on entendra aussi dans le reste de cette note de service les sections de la minorité linguistique.

Ontario
Ministère de l'Éducation
et de la Formation

Directives émanant du sous-ministre
de l'Éducation et de la Formation

Politique/Programmes
Note nº 122

Date d'émission : le 12 avril 1995

En vigueur : Jusqu'à abrogation ou modification

Objet : POLITIQUE DU CONSEIL SCOLAIRE CONCERNANT LES CONSEILS D'ÉCOLE

À l'attention des : Présidentes et présidents des conseils scolaires et des sections de la minorité linguistique
Directrices et directeurs de l'éducation
Directrices et directeurs d'école

RENSEIGNEMENTS GÉNÉRAUX

Le gouvernement de l'Ontario reconnaît que l'éducation est une responsabilité que se partagent les écoles, les élèves et leurs familles ainsi que la collectivité. Les parents, les tutrices ou les tuteurs ont le droit, tout autant que la responsabilité, de participer à l'éducation de leurs enfants; ils peuvent contribuer de nombreuses façons au développement de ces derniers. Les membres de la collectivité, notamment du secteur de la santé, des services sociaux ou des organismes des loisirs, peuvent faire bénéficier les élèves de leur expérience et de leurs connaissances. Les élèves peuvent aussi formuler d'excellentes suggestions quant à leur éducation. Tous ces groupes de personnes devraient avoir la possibilité de donner leur avis sur les questions d'éducation.

Le ministère de l'Éducation et de la Formation tient à encourager les partenariats susceptibles d'améliorer l'éducation des élèves et de favoriser les échanges de renseignements sur les programmes scolaires. Plusieurs écoles ont déjà formé une association ou un comité qui permet aux parents et à la collectivité d'émettre leur opinion sur des questions se rapportant au programme d'études. Les réactions de ces comités ou de ces associations de même que des écoles sont très encourageantes, ce qui indique que la participation de la collectivité est très profitable.

Dans leurs rapports, la Commission royale sur l'éducation et le Conseil ontarien des parents ont recommandé que chaque école soit tenue d'établir un comité consultatif. Un tel comité permettrait des communications accrues entre les écoles et la collectivité et, comme il est dit dans le rapport de la Commission royale, donnerait l'occasion aux parents et aux élèves de jouer un rôle plus actif et plus responsable vis-à-vis les programmes et les services d'éducation de leur collectivité. Des recommandations similaires avaient déjà été formulées par diverses associations provinciales de parents.

Ontario

Ministry of Education
and Training

Policy/Program Memorandum No. 123

Date of Issue: February 2, 1999

Effective: Until revoked or modified

Subject: SAFE ARRIVALS

Application: Chairs of District School Boards and School Authorities
Directors of Education
Secretaries of School Authorities
Director of Provincial Schools Branch
Principals of Schools

Purpose

A safe-arrival program is a system of procedures which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.

While recognizing that many exemplary programs are currently in place, this memorandum seeks to encourage safe-arrival programs in all elementary schools in Ontario. It suggests the exercise of local discretion in the design and implementation of the programs in order to take into account the unique circumstances of every school. Such unique circumstances may include, but are not limited to, the number of staff available to implement policies, the size of the student body, and the age of the pupils, as well as the geographic conditions in the vicinity of the school, the kind of transportation used by pupils to travel to school, and the communication methods available in the area.

This policy/program memorandum is not intended to alter the law as it exists with respect to any duty of care or standard of care of school boards, school authorities, directors of education, principals, teachers, Director of Provincial Schools Branch, or other officials and staff.

Policy and Objectives

In order to promote the safety of our pupils, each district school board, each school authority, and the Provincial Schools Branch are requested to develop a policy statement applying to each elementary school within their jurisdiction for the development and implementation of a safe-arrival program. It is suggested that the policy statement be issued by May 31, 1999, for schools to begin implementation of a program at the start of the 1999-2000 school year with full implementation by the end of October 1999.

This policy is intended to provide that:

- all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
- safe-arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;

- the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
- schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe-arrival programs;
- safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

Guidance on the Design of Safe-Arrival Programs

It is suggested that safe-arrival programs be designed to reflect the following characteristics with respect to program delivery and information and communications. The following characteristics are intended to provide guidance in the design of any safe-arrival programs that are developed.

Program Delivery

- The program should be delivered in a manner that complements other school and community safety programs and initiatives.
- The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.
- The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:
    - Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school;
    - Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Their reports could be reconciled with information obtained through classroom attendance-taking procedures to identify any unexplained absences that require prompt follow-up contacts;
    - Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.
- Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.
- Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
- Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made.
- Individuals involved in delivering the safe-arrival program should receive appropriate training and supervision.
- Programs should be reviewed periodically to confirm their effectiveness.
- Parents and volunteers can make a tremendous contribution to the delivery of these programs. Efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

Information and Communications

- Information about the scope and features of the school's safe-arrival program, and about the roles

and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter.

- There should be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- A reliable system of documenting key information could be developed and maintained. Subject to the *Municipal Freedom of Information and Protection of Privacy Act*, key information could include:
    - a log of calls from parents or others who report absences or lateness;
    - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;
    - parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*;
    - a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.

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Ontario

Ministry of Education
and Training

Policy/Program Memorandum No. 123

Date of Issue: February 2, 1999

Effective: Until revoked or modified

Subject: SAFE ARRIVALS

Application: Chairs of District School Boards and School Authorities
Directors of Education
Secretaries of School Authorities
Director of Provincial Schools Branch
Principals of Schools

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This policy is intended to provide that:

- all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
- safe-arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;

- the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
- schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe-arrival programs;
- safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

Guidance on the Design of Safe-Arrival Programs

It is suggested that safe-arrival programs be designed to reflect the following characteristics with respect to program delivery and information and communications. The following characteristics are intended to provide guidance in the design of any safe-arrival programs that are developed.

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- Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.
- Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
- Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made.
- Individuals involved in delivering the safe-arrival program should receive appropriate training and supervision.
- Programs should be reviewed periodically to confirm their effectiveness.
- Parents and volunteers can make a tremendous contribution to the delivery of these programs. Efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

Information and Communications

- Information about the scope and features of the school's safe-arrival program, and about the roles

and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter.

- There should be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- A reliable system of documenting key information could be developed and maintained. Subject to the *Municipal Freedom of Information and Protection of Privacy Act*, key information could include:
  - a log of calls from parents or others who report absences or lateness;
  - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;
  - parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*;
  - a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.

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Ontario
Ministère de l'Éducation
et de la Formation

Politique/Programmes
Note n° 123

Date d'émission : Le 2 février 1999

En vigueur : Jusqu'à abrogation ou modification

Objet : BONNE ARRIVÉE À L'ÉCOLE

À l'attention des :
Présidentes et présidents des conseils scolaires de district
Présidentes et présidents des administrations scolaires
Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directeur de la Direction des écoles provinciales
Directrices et directeurs d'école

But

Un programme «bonne arrivée» est un ensemble de démarches qui accompagnent le relevé des présences effectué quotidiennement dans les écoles. Les parents et les tutrices et tuteurs sont responsables de la sécurité de leurs enfants. Les programmes «bonne arrivée» permettent aux parents et aux écoles de trouver les raisons de l'absence inexpliquée d'une ou d'un élève.

Tout en reconnaissant que nombre d'excellents programmes sont actuellement en place, la présente note vise à encourager l'adoption de ces programmes à toutes les écoles élémentaires de l'Ontario. Dans cette note, on suggère aux écoles de concevoir et de mettre en œuvre des programmes qui sont adaptés aux circonstances locales, notamment en ce qui concerne le nombre de membres du personnel disponible pour mettre en application les politiques, l'importance des effectifs, l'âge des élèves, les conditions géographiques, le moyen de transport qu'empruntent les élèves et les méthodes de communication disponibles.

La présente note n'a pas pour but de modifier la loi telle qu'elle existe en ce qui concerne le devoir ou le degré de diligence des conseils scolaires, des administrations scolaires, des directrices et directeurs de l'éducation, des directrices et directeurs d'école, des enseignantes et enseignants, du directeur de la Direction des écoles provinciales ou d'autres personnes responsables.

Politique et objectifs

Afin de favoriser la sécurité des élèves, on demande à chaque conseil scolaire de district, à chaque administration scolaire ainsi qu'à la Direction des écoles provinciales d'élaborer un énoncé de politique s'appliquant à chaque école élémentaire relevant de leur compétence, visant la conception et la mise en œuvre d'un programme «bonne arrivée». On suggère que cet énoncé de politique soit publié le 31 mai 1999 au plus tard, pour que les écoles amorcent, au début de l'année scolaire 1999-2000, la mise en oeuvre d'un programme et que ce dernier soit intégralement en place avant la fin d'octobre 1999.

Cette politique devrait viser à ce que :

- toutes les écoles élémentaires aient en place des mesures, prises conjointement avec le relevé des présences effectué quotidiennement dans les écoles, permettant de trouver la raison de l'absence

inexpliquée d'une ou d'un élève. Ces mesures consistent à faire des efforts raisonnables pour contacter promptement les parents, les tutrices et tuteurs ou les fournisseurs de soins;
- les programmes «bonne arrivée» soient élaborés et mis en œuvre par les écoles en consultation avec les conseils d'école, les conseils de bande, les parents, les bénévoles et autres membres de la communauté;
- la conception des démarches témoigne des besoins locaux et de la situation particulière de l'école et de la communauté;
- les écoles, les parents, les conseils d'école, les conseils de bande et la communauté travaillent de concert à l'élaboration et à la mise en œuvre réussies des programmes «bonne arrivée»;
- les programmes «bonne arrivée» soient d'une conception souple, de sorte qu'ils soient efficaces et peu coûteux.

Conseils pour élaborer un programme «bonne arrivée»

Lors de l'élaboration d'un programme, il conviendrait de tenir compte des éléments suivants pour ce qui est de la prestation, de l'information et de la communication.

Prestation du programme

- La prestation du programme devrait se faire de manière à étayer les autres programmes et initiatives sur la sécurité mis en place par l'école ou par la communauté.
- Le rôle et les responsabilités des parents, des élèves, de l'école, du conseil d'école, des bénévoles et autres personnes devraient être clairement définis, documentés et diffusés à toutes les personnes concernées par le programme «bonne arrivée».
- Le rôle et les responsabilités des parents et des tutrices et tuteurs pourraient comprendre au moins ce qui suit :
    - Les parents et les tutrices et tuteurs sont responsables de la sécurité de leurs enfants. Les programmes «bonne arrivée» permettent aux parents et aux écoles de trouver les raisons de l'absence inexpliquée d'une ou d'un élève.
    - Il appartient aux parents, aux tutrices et tuteurs et aux fournisseurs de soins d'informer l'école à temps d'une absence ou d'un retard prévus. Cette information pourrait être comparée au relevé des présences pour que soit repérée toute absence inexpliquée qui exige un suivi immédiat.
    - Il incombe aux parents, tutrices et tuteurs et fournisseurs de soins de transmettre à l'école des renseignements complets et à jour pour les cas d'urgence afin de permettre à l'école de communiquer avec les personnes concernées.
- Il faudrait tenir compte des situations normales, susceptibles de se répéter ainsi que des circonstances et événements inattendus. Par exemple, on pourrait modifier les démarches pour les jours de mauvais temps où les élèves risquent d'arriver en retard.
- Il faudrait prévoir qu'une autre langue que la langue d'enseignement pourrait être utilisée au domicile de l'élève absent.
- On devrait préciser les mesures à prendre lorsque, en dépit d'efforts raisonnables, il n'est pas possible de joindre les personnes qui peuvent renseigner sur le retard ou l'absence de l'élève.
- On devrait veiller à ce que les personnes qui assurent la prestation du programme reçoivent une formation et une supervision appropriées.
- On devrait réexaminer régulièrement le programme pour vérifier son efficacité.
- Les parents et les bénévoles peuvent contribuer de façon importante à la prestation du programme. Il faudrait donc s'efforcer d'obtenir l'aide de ces personnes, ce qui permettrait de réduire le temps que le personnel administratif de l'école doit consacrer au programme.

Information et communication

- La directrice ou le directeur de l'école devrait expliquer clairement l'envergure et les caractéristiques du programme ainsi que le rôle et les responsabilités de chaque personne concernée au personnel scolaire, aux parents, aux tutrices et tuteurs, aux fournisseurs de soins, aux élèves, au conseil d'école et à tous les bénévoles et autres personnes intéressées de la communauté.
- L'école devrait disposer d'un système fiable permettant aux parents, aux tutrices et tuteurs et aux fournisseurs de soins de la prévenir à temps de l'absence ou du retard d'une ou d'un élève, en particulier en dehors des heures d'ouverture. Par exemple, on pourrait prévoir l'installation d'un système de messagerie vocale et, le cas échéant, d'un appareil de télécommunication pour malentendants.
- Un système de documentation fiable pourrait être élaboré et maintenu. Il pourrait se composer, sous réserve de la *Loi sur l'accès à l'information municipale et la protection de la vie privée* :
    - d'un registre des appels des parents et autres personnes signalant une absence ou un retard;
    - des noms et des numéros de téléphone actuels, par ordre de priorité, des parents, des tutrices et tuteurs, des fournisseurs de soins ou d'autres personnes qu'il faut contacter en cas d'absence inexpliquée d'une ou d'un élève;
    - de l'autorisation accordée par les parents au personnel scolaire et aux bénévoles de communiquer avec ces personnes, conformément à la *Loi sur l'accès à l'information municipale et la protection de la vie privée*;
    - du registre des mesures prises par le personnel scolaire conformément au programme «bonne arrivée».

English Page d'accueil Recherche

Ontario Ministry of Education
and Training

Policy / Program Memorandum
No. 124A

Date of Issue: April 27, 1999

Effective: Until revoked or modified

Subject: ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENT: COMMUNITY INVOLVEMENT ACTIVITIES IN ENGLISH-LANGUAGE SCHOOLS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

Introduction

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program.

Responsibilities of School Boards[1]

As stated in OSS, community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the board considers acceptable. The board's list must not include activities that are designated as ineligible in this memorandum. The board must develop its list of approved activities in consultation with the school councils of schools in its jurisdiction, the Special Education Advisory Committee, and the board's insurer. It should be noted that students will not be paid for performing any community involvement activity.

School boards will develop the forms on which students list (a) their planned activities and (b) their completed activities. A sample of each form is included in the Appendix to this memorandum. The "Notification of Planned Community Involvement Activities" form must include at least the

information on the sample form. The “Completion of Community Involvement Activities” form must also include at least the information on the sample form.

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[1] The terms *school board* and *board* are used in this document to refer to district school boards and to those school authorities that offer secondary school courses.

Boards must also develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants. A sample document, entitled “Information on the Community Involvement Diploma Requirement”, is provided in the Appendix to this memorandum. The board’s document must contain at least the information given in the sample document. It must include an overview of the requirement and the roles and responsibilities of the student, parents,[2] and person or organization sponsoring an activity. It must also provide the list of activities approved by the board, as well as the ineligible activities. This document will be given by students to their parents and to the person supervising their community involvement activity.

Any training, equipment, or special preparation that is required for an activity should be provided by the person or organization sponsoring the activity. Each board must ensure that all participants, including students and the sponsors of community involvement activities, are adequately covered by the board’s insurance.

School boards must ensure that they collect and store personal information in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Responsibilities of the Principal

The principal will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. He or she will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board’s information document that are to be given to the parents and to the person supervising the community involvement activity.

If a student proposes to undertake an activity that is *not* on the board’s list of approved activities, the principal will determine whether the student’s proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the board’s list of approved activities.)

The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

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[2] In this document, *parents* is used to refer to both parent(s) and guardian(s).

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the board's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;

- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

APPENDIX

School boards may use the sample information document and/or the sample forms provided on the following pages, or they may develop their own, in accordance with the policies stated in this memorandum.

Information on the Community Involvement Diploma Requirement *(Sample document)*

School Name:__________________ Contact:______________ Telephone: __________

Introduction

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of School Boards

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Sample

The Board's List of Ineligible Activities

The board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible.
[*Board to insert list.*]

The Board's List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.
[*Board to insert list.*]

Sample

Notification of Planned Community Involvement Activities

Student

Principal

School

Telephone

Please provide the information requested below about the community involvement activities in which you plan to participate.

Sample

Activity	Estimated number of hours	Estimated date of completion	Location and telephone number	Supervisor's name	Principal's signature (if required)

Is each activity identified on the school board's list of approved activities? ☐ Yes ☐ No

If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity.

Student's signature

Date

Parent's or guardian's signature

Date

Note: [Board must insert a statement on the collection of personal information.]

Completion of Community Involvement Activities

Student

Principal

School

Telephone

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

Sample

Student's signature

Date

Parent's or guardian's signature

Date

For office use only

☐ Completion has been noted on the student's OST.

Signature of school official

Date

Note: [Board must insert a statement on the collection of personal information.]

Relevé du service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit remettre ce formulaire à l'école une fois les 40 heures de service communautaire terminées ou aux échéances déterminées par la direction d'école.

Activité et langue de communication utilisée	Nombre d'heures	Date d'achèvement	Lieu et numéro de téléphone	Nom et signature du superviseur
Total				

Modèle

Réservé à l'école
☐ Inscription dans le Relevé de notes de l'Ontario

Signature de l'agent officiel de l'école
Date

Signature de l'élève
Date

Signature du parent (ou du tuteur ou de la tutrice)
Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

Avis concernant le service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit inscrire les renseignements requis ci-dessous à propos des activités qu'il ou elle envisage d'entreprendre.

Activité et langue de communication utilisée	Nombre d'heures prévu	Date d'achèvement prévue	Lieu et numéro de téléphone	Nom du superviseur	Signature de la direction (le cas échéant)

Modèle

Chacune des activités énumérées ci-dessus figure-t-elle sur la liste des activités approuvées par le conseil? ☐ Oui ☐ Non

Si l'élève répond «non», il ou elle doit obtenir l'approbation écrite de la directrice ou du directeur d'école avant d'entreprendre l'activité ne figurant pas sur la liste (c'est-à-dire la signature de la direction dans la colonne appropriée du tableau ci-dessus).

Signature de l'élève

Date

Signature du parent (ou du tuteur ou de la tutrice)

Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

- l’activité se rapporte au secteur bancaire ou exige de s’occuper de valeurs mobilières ou de bijoux, d’œuvres d’art, d’antiquités ou d’autres objets précieux;
- l’activité est constituée de corvées domestiques requises au domicile de l’élève, c’est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l’activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

Liste des activités inadmissibles du conseil

Le conseil scolaire a déterminé que les activités suivantes sont inadmissibles :

[*Insérer la liste du conseil*]

Liste des activités approuvées par le conseil

Les activités en langue française ci-dessous sont approuvées par le conseil scolaire aux fins du service communautaire.

[*Insérer la liste du conseil*]

Modèle

Rôle et responsabilités des parents

Les parents aideront leur enfant à choisir les activités de service communautaire. S'ils ont des questions ou des préoccupations au sujet du service communautaire, ils devraient communiquer avec la personne ou l'organisme qui parraine l'activité et la directrice ou le directeur d'école. Rappelons que, si l'élève a moins de 18 ans, l'un des parents doit signer les formulaires «Avis concernant le service communautaire» et «Relevé du service communautaire».

Rôle et responsabilités de la personne ou de l'organisme parrainant l'activité

Le service communautaire vise à forger des liens étroits entre les élèves et la communauté et à favoriser l'établissement de liens enrichissants et durables. Soulignons ici le rôle primordial que joue la communauté francophone dans cet épanouissement social des élèves qui fréquentent une école de langue française. Les élèves s'adresseront à des particuliers ou à des organismes de la communauté francophone pour leur demander de parrainer leur service communautaire. Ces personnes ou ces organismes devront assurer la formation ou la préparation que peut requérir une activité et fournir le matériel nécessaire. Il est primordial que l'élève soit en mesure d'effectuer en français son service communautaire dans un milieu sécuritaire. La personne surveillant l'activité doit attester la ou les dates et le nombre d'heures accomplies sur le formulaire «Relevé du service communautaire».

Liste des activités inadmissibles du ministère

Le ministère de l'Éducation et de la Formation a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;

Rôle et responsabilités du conseil scolaire

Le conseil scolaire a la responsabilité de veiller à la mise en œuvre du service communautaire, par l'entremise de ses écoles secondaires. De concert avec les conseils d'école, le comité consultatif pour l'enfance en difficulté et son assureur, le conseil scolaire a dressé une liste des activités en langue française approuvées en matière de service communautaire. On trouvera cette liste, de même que les listes des activités jugées inadmissibles par le conseil et le ministère de l'Éducation et de la Formation, dans la présente trousse d'information. Le conseil scolaire n'autorisera pas la participation à des activités qui figurent sur les listes des activités jugées inadmissibles par le ministère et le conseil. Le conseil scolaire veillera à ce que les participantes et participants au service communautaire, notamment les élèves et les organismes parrainant les activités, soient couverts par son assurance.

Rôle et responsabilités de la directrice ou du directeur de l'école secondaire

La directrice ou le directeur de l'école secondaire est tenu de fournir des renseignements sur le service communautaire aux parents et aux élèves de même qu'aux personnes et aux organismes parrainant les activités. La direction de l'école secondaire doit remettre aux élèves les renseignements et les formulaires dont ils ou elles ont besoin pour respecter les modalités du service communautaire, notamment la liste des activités approuvées par le conseil. Une fois que l'élève a terminé ses 40 heures de service communautaire et que tous les rapports ont été remis par l'élève à l'école, la directrice ou le directeur décidera si l'élève a satisfait à l'exigence du service communautaire. Si l'élève a réussi à remplir cette exigence, la direction d'école l'indiquera dans le Relevé de notes de l'Ontario.

Rôle et responsabilités de l'élève

De concert avec ses parents, l'élève choisira une ou plusieurs activités sur la liste des activités approuvées par le conseil. Il ou elle pourra également choisir une activité qui ne figure *pas* sur cette liste (à condition qu'il ne s'agisse pas d'une activité inadmissible sur la liste du ministère ou du conseil). Si l'activité ne figure pas sur la liste du conseil, l'élève devra au préalable la faire approuver par écrit par la directrice ou le directeur de son école secondaire.

Avant d'entreprendre toute activité de service communautaire, l'élève remettra, à la directrice ou au directeur d'école ou à une personne désignée, le formulaire «Avis concernant le service communautaire», sur lequel seront indiquées l'activité ou les activités envisagées. Ce formulaire devra être signé par l'élève et par l'un de ses parents si l'élève a moins de 18 ans. L'élève pourra présenter des formulaires supplémentaires s'il ou elle envisage d'autres activités après avoir déjà remis son formulaire original.

Le formulaire «Relevé du service communautaire» doit être rempli par l'élève de même que par la personne ou l'organisme qui parraine l'activité (c'est-à-dire qui offre une activité de service communautaire à l'élève) et les parents (si l'élève a moins de 18 ans). L'élève doit remettre ce formulaire à la directrice ou au directeur de son école ou à la personne désignée à intervalles déterminés par la direction d'école ou une fois terminées les 40 heures de service communautaire.

ANNEXE

Les conseils scolaires peuvent suivre les modèles de la présente annexe, à savoir : le modèle du document sur les renseignements généraux; le modèle du formulaire «Avis concernant le service communautaire» et le modèle du formulaire «Relevé du service communautaire».

Renseignements généraux sur la participation au service communautaire

Nom de l'école secondaire :
Personne-ressource : Téléphone :

Introduction

À compter du 1er septembre 1999, tous les élèves de l'Ontario qui commencent leurs études secondaires seront tenus d'effectuer 40 heures de service communautaire pour obtenir leur diplôme. L'objectif est de leur permettre d'explorer les divers rôles qu'ils ou elles peuvent jouer pour soutenir leur communauté et de se sentir valorisés dans leur milieu. En outre, cette exigence permet aux élèves des écoles de langue française de vivre en français des expériences enrichissantes au sein d'une communauté francophone dynamique et pluraliste.

Le présent document explique les modalités du service communautaire et s'adresse aux élèves, aux parents de même qu'aux personnes et aux organismes qui seront invités par les élèves à parrainer une activité de service communautaire. Pour de plus amples renseignements, veuillez communiquer avec la personne-ressource mentionnée au haut de cette page.

Les élèves choisiront une ou plusieurs activités de service communautaire en consultation avec leurs parents. Ils ou elles feront leur choix par rapport à leur âge, à leur maturité et à leur capacité. Il faudra aussi tenir compte des conditions du lieu de l'activité et des exigences concernant la formation ou la préparation préalable ainsi que le matériel requis. De plus, on vérifiera si le français constituera la langue de communication utilisée. Soulignons que la sécurité de l'élève sera le facteur de décision prépondérant.

Aucun élève ne sera rémunéré pour effectuer les activités de service communautaire.

Dans le cas des élèves de 18 ans et plus, les parents ne seront pas tenus de signer les formulaires du service communautaire ni de donner leur consentement.

Modèle

Activités inadmissibles

Le ministère a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;
- l'activité se rapporte au secteur bancaire ou exige de s'occuper de valeurs mobilières ou de bijoux, d'œuvres d'art, d'antiquités ou d'autres objets précieux;
- l'activité est constituée de corvées domestiques requises au domicile de l'élève, c'est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l'activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

d'école doit conserver en dossier une copie de l'approbation. (Il n'est pas nécessaire que la directrice ou le directeur autorise une activité qui figure sur la liste des activités approuvées par le conseil.)

La directrice ou le directeur d'école déterminera si l'élève a satisfait à l'exigence du service communautaire et, le cas échéant, il ou elle indiquera que l'élève s'est acquitté des activités de service communautaire dans le Relevé de notes de l'Ontario.

Modalités concernant l'élève

L'élève peut terminer ses 40 heures de service communautaire à n'importe quelle étape de ses études secondaires. Il peut combiner une variété d'activités, pourvu que ces activités lui permettent d'accumuler 40 heures de service communautaire. L'élève de moins de 18 ans planifiera et choisira ses activités en consultation avec ses parents.

Avant d'entreprendre une activité de service communautaire, l'élève doit remplir un formulaire «Avis concernant le service communautaire». Il choisira une ou plusieurs activités figurant sur la liste des activités approuvées par le conseil; il pourra choisir une activité qui n'est pas sur cette liste dans la mesure où il ne s'agit pas d'une activité inadmissible sur la liste du conseil ou du ministère (voir la rubrique «Activités inadmissibles» ci-dessous). Si l'activité choisie par l'élève ne figure pas sur la liste des activités approuvées par le conseil, l'élève doit obtenir une autorisation écrite de la directrice ou du directeur d'école (c'est-à-dire la signature de la direction apposée vis-à-vis de l'activité inscrite sur le formulaire «Avis concernant le service communautaire»). S'il a moins de 18 ans, l'élève doit remplir le formulaire en consultation avec ses parents et obtenir la signature de l'un des parents. Il signera aussi le formulaire avant de le remettre à la directrice ou au directeur d'école ou à une autre personne désignée par la directrice ou le directeur (p. ex., l'enseignante-guide ou l'enseignant-guide de l'élève). L'élève peut présenter des formulaires supplémentaires lorsqu'il envisage d'autres activités qui ne figuraient pas sur le formulaire original déjà remis.

Au terme d'une activité, l'élève doit remplir un formulaire «Relevé du service communautaire». La personne ou l'organisme qui parraine l'activité, c'est-à-dire qui offre l'activité de service communautaire, doit remplir les sections appropriées du formulaire afin d'attester que l'activité est terminée, puis apposer sa signature. Ce formulaire doit aussi être signé par l'un des parents de l'élève si celui-ci a moins de 18 ans. L'élève doit le remettre à la directrice ou au directeur d'école ou à la personne désignée à des intervalles déterminés par la direction ou après avoir terminé les 40 heures de service communautaire.

L'élève transmettra à ses parents un exemplaire du document «Renseignements généraux sur la participation au service communautaire» que le conseil aura produit et que l'école aura remis à l'élève. Il en remettra aussi un exemplaire à la personne ou à l'organisme qui parraine l'activité.

consultatif pour l'enfance en difficulté et son assureur. Signalons que l'élève ne sera pas rémunéré pour les activités de service communautaire qu'il effectue.

Le conseil scolaire produira les formulaires dont se servira l'élève pour inscrire : *a*) les activités prévues et *b*) les activités réalisées. On trouvera en annexe un modèle pour les deux formulaires à concevoir, lesquels s'intitulent «Avis concernant le service communautaire» et «Relevé du service communautaire». Les deux formulaires du conseil doivent comprendre, au minimum, les renseignements figurant dans les modèles donnés en annexe.

En outre, le conseil scolaire doit préparer un document dans lequel sont expliqués le service communautaire ainsi que le rôle et les responsabilités des participants. On trouvera en annexe un modèle pour ce document, lequel s'intitule «Renseignements généraux sur la participation au service communautaire». Le document du conseil doit comprendre, au minimum, les renseignements figurant dans le modèle donné en annexe. Ce document doit présenter un aperçu du service communautaire, le rôle et les responsabilités de l'élève, des parents[3], des personnes ou des organismes qui parrainent les activités. On doit y énumérer les activités en français qui sont approuvées par le conseil de même que celles qui sont inadmissibles. Il reviendra à l'élève de le remettre à ses parents et à la personne supervisant ses activités de service communautaire.

La formation, la préparation ou le matériel requis par une activité devraient être fournis par la personne ou l'organisme qui parraine cette activité. Le conseil doit veiller à ce que tous les participants, notamment les élèves et les organismes parrainant l'activité, soient couverts par l'assurance du conseil.

Le conseil doit s'assurer que les renseignements à caractère personnel sont recueillis et conservés conformément au paragraphe 29(2) de la *Loi sur l'accès à l'information municipale et la protection de la vie privée*.

Responsabilités de la directrice ou du directeur d'école

La directrice ou le directeur d'école veillera à ce que le prospectus de l'école présente le service communautaire ainsi que les politiques et les modalités y afférents. Il ou elle s'assurera également que les élèves reçoivent les formulaires et les renseignements sur le service communautaire dont ils ont besoin, notamment la liste des activités approuvées par le conseil et celles qui sont inadmissibles ainsi que des exemplaires du document expliquant le service communautaire que l'élève doit remettre à ses parents et à la personne surveillant l'activité.

Si un élève envisage une activité qui ne figure *pas* sur la liste des activités approuvées par le conseil, la directrice ou le directeur d'école déterminera si cette activité est acceptable en consultation avec l'agente ou l'agent de supervision concerné. Si l'activité est approuvée, la directrice ou le directeur

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[3] Dans la présente note de service, le terme «parents» désigne le père ou la mère, ou les deux, au même titre que le tuteur ou la tutrice, ou les deux.

Ontario
Ministère de l'Éducation
et de la Formation

Politique / Programmes Note nº 124B

Date d'émission : le 27 avril 1999

En vigueur : Jusqu'à abrogation ou modification

Objet : CONDITIONS D'OBTENTION DU DIPLÔME D'ÉTUDES SECONDAIRES : SERVICE COMMUNAUTAIRE DANS LES ÉCOLES DE LANGUE FRANÇAISE

À l'attention de : Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directrices et directeurs des écoles secondaires
Directrices et directeurs des écoles provinciales

Introduction

Comme il est prescrit dans *Les écoles secondaires de l'Ontario, de la 9^e^ à la 12^e^ année – Préparation au diplôme d'études secondaires de l'Ontario, 1999*[1], tous les élèves qui commencent leurs études secondaires pendant ou après l'année scolaire 1999-2000 doivent effectuer un minimum de 40 heures de service communautaire pour obtenir leur diplôme d'études secondaires. L'objectif de cette exigence est de sensibiliser l'élève à ses responsabilités civiques et de l'aider à comprendre le rôle qu'il peut jouer pour soutenir sa communauté. Dans le cas de l'élève qui fréquente une école de langue française, c'est aussi une excellente occasion pour ce dernier de vivre une expérience qui valorise la langue et la culture des francophones de l'Ontario.

Les activités de service communautaire relèvent de l'école et il incombe à la directrice ou au directeur d'école de gérer les modalités s'appliquant à cette condition d'obtention du diplôme.

Responsabilités des conseils scolaires[2]

Comme il est spécifié dans *Les écoles secondaires de l'Ontario*, les activités de service communautaire devraient se dérouler dans un milieu où l'on peut raisonnablement s'attendre à ce que la langue de communication soit le français. Ces activités peuvent avoir lieu dans des milieux tels que des entreprises commerciales, des organismes sans but lucratif, des organismes du secteur public (notamment des hôpitaux) ou dans un cadre moins structuré. Il incombe à chaque conseil scolaire de dresser une liste des activités de service communautaire en français qu'il considère acceptables. Cette liste ne doit pas comporter des activités jugées inadmissibles dans la présente note. Lors de l'élaboration de sa liste, le conseil doit consulter les conseils d'école de son territoire de compétence, le comité

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[1] Dans la présente note de service, le titre de cette publication ministérielle sera ainsi abrégé : *Les écoles secondaires de l'Ontario.*

[2] Dans la présente note de service, l'expression «conseil scolaire», ou le terme «conseil», désigne les conseils scolaires de district et les administrations scolaires qui offrent des cours du palier secondaire.

Ontario Ministry of Education
and Training

Policy / Program Memorandum No. 124A

Date of Issue: April 27, 1999

Effective: Until revoked or modified

Subject: ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENT: COMMUNITY INVOLVEMENT ACTIVITIES IN ENGLISH-LANGUAGE SCHOOLS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

Introduction

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program.

Responsibilities of School Boards[1]

As stated in OSS, community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the board considers acceptable. The board's list must not include activities that are designated as ineligible in this memorandum. The board must develop its list of approved activities in consultation with the school councils of schools in its jurisdiction, the Special Education Advisory Committee, and the board's insurer. It should be noted that students will not be paid for performing any community involvement activity.

School boards will develop the forms on which students list (a) their planned activities and (b) their completed activities. A sample of each form is included in the Appendix to this memorandum. The "Notification of Planned Community Involvement Activities" form must include at least the

information on the sample form. The "Completion of Community Involvement Activities" form must also include at least the information on the sample form.

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[1] The terms *school board* and *board* are used in this document to refer to district school boards and to those school authorities that offer secondary school courses.

Boards must also develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants. A sample document, entitled "Information on the Community Involvement Diploma Requirement", is provided in the Appendix to this memorandum. The board's document must contain at least the information given in the sample document. It must include an overview of the requirement and the roles and responsibilities of the student, parents,[2] and person or organization sponsoring an activity. It must also provide the list of activities approved by the board, as well as the ineligible activities. This document will be given by students to their parents and to the person supervising their community involvement activity.

Any training, equipment, or special preparation that is required for an activity should be provided by the person or organization sponsoring the activity. Each board must ensure that all participants, including students and the sponsors of community involvement activities, are adequately covered by the board's insurance.

School boards must ensure that they collect and store personal information in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Responsibilities of the Principal

The principal will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. He or she will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board's information document that are to be given to the parents and to the person supervising the community involvement activity.

If a student proposes to undertake an activity that is *not* on the board's list of approved activities, the principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the board's list of approved activities.)

The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

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[2] In this document, *parents* is used to refer to both parent(s) and guardian(s).

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the board's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;

- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

APPENDIX

School boards may use the sample information document and/or the sample forms provided on the following pages, or they may develop their own, in accordance with the policies stated in this memorandum.

Information on the Community Involvement Diploma Requirement *(Sample document)*

School Name:________________ Contact:______________ Telephone: __________

Introduction

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of School Boards

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Sample

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

The Board's List of Ineligible Activities

The board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible.
[*Board to insert list.*]

The Board's List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.
[*Board to insert list.*]

Sample

Notification of Planned Community Involvement Activities

Student

Principal

School

Telephone

Please provide the information requested below about the community involvement activities in which you plan to participate.

Activity	Estimated number of hours	Estimated date of completion	Location and telephone number	Supervisor's name	Principal's signature (if required)

Sample

Is each activity identified on the school board's list of approved activities? ☐ Yes ☐ No

If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity.

Student's signature

Date

Parent's or guardian's signature

Date

Note: [Board must insert a statement on the collection of personal information.]

Completion of Community Involvement Activities

Student

Principal

School

Telephone

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

Sample

For office use only

☐ Completion has been noted on the student's OST.

Signature of school official   Date

Student's signature   Date   Parent's or guardian's signature   Date

Note: [Board must insert a statement on the collection of personal information.]

Relevé du service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit remettre ce formulaire à l'école une fois les 40 heures de service communautaire terminées ou aux échéances déterminées par la direction d'école.

Activité et langue de communication utilisée	Nombre d'heures	Date d'achèvement	Lieu et numéro de téléphone	Nom et signature du superviseur
Total				

Modèle

Réservé à l'école

☐ Inscription dans le Relevé de notes de l'Ontario

Signature de l'agent officiel de l'école Date

Signature de l'élève Date

Signature du parent (ou du tuteur ou de la tutrice) Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

Avis concernant le service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit inscrire les renseignements requis ci-dessous à propos des activités qu'il ou elle envisage d'entreprendre.

Activité et langue de communication utilisée	Nombre d'heures prévu	Date d'achèvement prévue	Lieu et numéro de téléphone	Nom du superviseur	Signature de la direction (le cas échéant)

Modèle

Chacune des activités énumérées ci-dessus figure-t-elle sur la liste des activités approuvées par le conseil? ☐ Oui ☐ Non

Si l'élève répond «non», il ou elle doit obtenir l'approbation écrite de la directrice ou du directeur d'école avant d'entreprendre l'activité ne figurant pas sur la liste (c'est-à-dire la signature de la direction dans la colonne appropriée du tableau ci-dessus).

Signature de l'élève

Date

Signature du parent (ou du tuteur ou de la tutrice)

Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

- l'activité se rapporte au secteur bancaire ou exige de s'occuper de valeurs mobilières ou de bijoux, d'œuvres d'art, d'antiquités ou d'autres objets précieux;
- l'activité est constituée de corvées domestiques requises au domicile de l'élève, c'est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l'activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

Liste des activités inadmissibles du conseil

Le conseil scolaire a déterminé que les activités suivantes sont inadmissibles :

[*Insérer la liste du conseil*]

Liste des activités approuvées par le conseil

Les activités en langue française ci-dessous sont approuvées par le conseil scolaire aux fins du service communautaire.

[*Insérer la liste du conseil*]

Modèle

Rôle et responsabilités des parents

Les parents aideront leur enfant à choisir les activités de service communautaire. S'ils ont des questions ou des préoccupations au sujet du service communautaire, ils devraient communiquer avec la personne ou l'organisme qui parraine l'activité et la directrice ou le directeur d'école. Rappelons que, si l'élève a moins de 18 ans, l'un des parents doit signer les formulaires «Avis concernant le service communautaire» et «Relevé du service communautaire».

Rôle et responsabilités de la personne ou de l'organisme parrainant l'activité

Le service communautaire vise à forger des liens étroits entre les élèves et la communauté et à favoriser l'établissement de liens enrichissants et durables. Soulignons ici le rôle primordial que joue la communauté francophone dans cet épanouissement social des élèves qui fréquentent une école de langue française. Les élèves s'adresseront à des particuliers ou à des organismes de la communauté francophone pour leur demander de parrainer leur service communautaire. Ces personnes ou ces organismes devront assurer la formation ou la préparation que peut requérir une activité et fournir le matériel nécessaire. Il est primordial que l'élève soit en mesure d'effectuer en français son service communautaire dans un milieu sécuritaire. La personne surveillant l'activité doit attester la ou les dates et le nombre d'heures accomplies sur le formulaire «Relevé du service communautaire».

Liste des activités inadmissibles du ministère

Le ministère de l'Éducation et de la Formation a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;

Rôle et responsabilités du conseil scolaire

Le conseil scolaire a la responsabilité de veiller à la mise en œuvre du service communautaire, par l'entremise de ses écoles secondaires. De concert avec les conseils d'école, le comité consultatif pour l'enfance en difficulté et son assureur, le conseil scolaire a dressé une liste des activités en langue française approuvées en matière de service communautaire. On trouvera cette liste, de même que les listes des activités jugées inadmissibles par le conseil et le ministère de l'Éducation et de la Formation, dans la présente trousse d'information. Le conseil scolaire n'autorisera pas la participation à des activités qui figurent sur les listes des activités jugées inadmissibles par le ministère et le conseil. Le conseil scolaire veillera à ce que les participantes et participants au service communautaire, notamment les élèves et les organismes parrainant les activités, soient couverts par son assurance.

Rôle et responsabilités de la directrice ou du directeur de l'école secondaire

La directrice ou le directeur de l'école secondaire est tenu de fournir des renseignements sur le service communautaire aux parents et aux élèves de même qu'aux personnes et aux organismes parrainant les activités. La direction de l'école secondaire doit remettre aux élèves les renseignements et les formulaires dont ils ou elles ont besoin pour respecter les modalités du service communautaire, notamment la liste des activités approuvées par le conseil. Une fois que l'élève a terminé ses 40 heures de service communautaire et que tous les rapports ont été remis par l'élève à l'école, la directrice ou le directeur décidera si l'élève a satisfait à l'exigence du service communautaire. Si l'élève a réussi à remplir cette exigence, la direction d'école l'indiquera dans le Relevé de notes de l'Ontario.

Rôle et responsabilités de l'élève

De concert avec ses parents, l'élève choisira une ou plusieurs activités sur la liste des activités approuvées par le conseil. Il ou elle pourra également choisir une activité qui ne figure *pas* sur cette liste (à condition qu'il ne s'agisse pas d'une activité inadmissible sur la liste du ministère ou du conseil). Si l'activité ne figure pas sur la liste du conseil, l'élève devra au préalable la faire approuver par écrit par la directrice ou le directeur de son école secondaire.

Avant d'entreprendre toute activité de service communautaire, l'élève remettra, à la directrice ou au directeur d'école ou à une personne désignée, le formulaire «Avis concernant le service communautaire», sur lequel seront indiquées l'activité ou les activités envisagées. Ce formulaire devra être signé par l'élève et par l'un de ses parents si l'élève a moins de 18 ans. L'élève pourra présenter des formulaires supplémentaires s'il ou elle envisage d'autres activités après avoir déjà remis son formulaire original.

Le formulaire «Relevé du service communautaire» doit être rempli par l'élève de même que par la personne ou l'organisme qui parraine l'activité (c'est-à-dire qui offre une activité de service communautaire à l'élève) et les parents (si l'élève a moins de 18 ans). L'élève doit remettre ce formulaire à la directrice ou au directeur de son école ou à la personne désignée à intervalles déterminés par la direction d'école ou une fois terminées les 40 heures de service communautaire.

ANNEXE

Les conseils scolaires peuvent suivre les modèles de la présente annexe, à savoir : le modèle du document sur les renseignements généraux; le modèle du formulaire «Avis concernant le service communautaire» et le modèle du formulaire «Relevé du service communautaire».

Renseignements généraux sur la participation au service communautaire

Nom de l'école secondaire :
Personne-ressource : Téléphone :

Introduction

À compter du 1er septembre 1999, tous les élèves de l'Ontario qui commencent leurs études secondaires seront tenus d'effectuer 40 heures de service communautaire pour obtenir leur diplôme. L'objectif est de leur permettre d'explorer les divers rôles qu'ils ou elles peuvent jouer pour soutenir leur communauté et de se sentir valorisés dans leur milieu. En outre, cette exigence permet aux élèves des écoles de langue française de vivre en français des expériences enrichissantes au sein d'une communauté francophone dynamique et pluraliste.

Le présent document explique les modalités du service communautaire et s'adresse aux élèves, aux parents de même qu'aux personnes et aux organismes qui seront invités par les élèves à parrainer une activité de service communautaire. Pour de plus amples renseignements, veuillez communiquer avec la personne-ressource mentionnée au haut de cette page.

Les élèves choisiront une ou plusieurs activités de service communautaire en consultation avec leurs parents. Ils ou elles feront leur choix par rapport à leur âge, à leur maturité et à leur capacité. Il faudra aussi tenir compte des conditions du lieu de l'activité et des exigences concernant la formation ou la préparation préalable ainsi que le matériel requis. De plus, on vérifiera si le français constituera la langue de communication utilisée. Soulignons que la sécurité de l'élève sera le facteur de décision prépondérant.

Aucun élève ne sera rémunéré pour effectuer les activités de service communautaire.

Dans le cas des élèves de 18 ans et plus, les parents ne seront pas tenus de signer les formulaires du service communautaire ni de donner leur consentement.

Modèle

Activités inadmissibles

Le ministère a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;
- l'activité se rapporte au secteur bancaire ou exige de s'occuper de valeurs mobilières ou de bijoux, d'œuvres d'art, d'antiquités ou d'autres objets précieux;
- l'activité est constituée de corvées domestiques requises au domicile de l'élève, c'est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l'activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

d'école doit conserver en dossier une copie de l'approbation. (Il n'est pas nécessaire que la directrice ou le directeur autorise une activité qui figure sur la liste des activités approuvées par le conseil.)

La directrice ou le directeur d'école déterminera si l'élève a satisfait à l'exigence du service communautaire et, le cas échéant, il ou elle indiquera que l'élève s'est acquitté des activités de service communautaire dans le Relevé de notes de l'Ontario.

Modalités concernant l'élève

L'élève peut terminer ses 40 heures de service communautaire à n'importe quelle étape de ses études secondaires. Il peut combiner une variété d'activités, pourvu que ces activités lui permettent d'accumuler 40 heures de service communautaire. L'élève de moins de 18 ans planifiera et choisira ses activités en consultation avec ses parents.

Avant d'entreprendre une activité de service communautaire, l'élève doit remplir un formulaire «Avis concernant le service communautaire». Il choisira une ou plusieurs activités figurant sur la liste des activités approuvées par le conseil; il pourra choisir une activité qui n'est pas sur cette liste dans la mesure où il ne s'agit pas d'une activité inadmissible sur la liste du conseil ou du ministère (voir la rubrique «Activités inadmissibles» ci-dessous). Si l'activité choisie par l'élève ne figure pas sur la liste des activités approuvées par le conseil, l'élève doit obtenir une autorisation écrite de la directrice ou du directeur d'école (c'est-à-dire la signature de la direction apposée vis-à-vis de l'activité inscrite sur le formulaire «Avis concernant le service communautaire»). S'il a moins de 18 ans, l'élève doit remplir le formulaire en consultation avec ses parents et obtenir la signature de l'un des parents. Il signera aussi le formulaire avant de le remettre à la directrice ou au directeur d'école ou à une autre personne désignée par la directrice ou le directeur (p. ex., l'enseignante-guide ou l'enseignant-guide de l'élève). L'élève peut présenter des formulaires supplémentaires lorsqu'il envisage d'autres activités qui ne figuraient pas sur le formulaire original déjà remis.

Au terme d'une activité, l'élève doit remplir un formulaire «Relevé du service communautaire». La personne ou l'organisme qui parraine l'activité, c'est-à-dire qui offre l'activité de service communautaire, doit remplir les sections appropriées du formulaire afin d'attester que l'activité est terminée, puis apposer sa signature. Ce formulaire doit aussi être signé par l'un des parents de l'élève si celui-ci a moins de 18 ans. L'élève doit le remettre à la directrice ou au directeur d'école ou à la personne désignée à des intervalles déterminés par la direction ou après avoir terminé les 40 heures de service communautaire.

L'élève transmettra à ses parents un exemplaire du document «Renseignements généraux sur la participation au service communautaire» que le conseil aura produit et que l'école aura remis à l'élève. Il en remettra aussi un exemplaire à la personne ou à l'organisme qui parraine l'activité.

consultatif pour l'enfance en difficulté et son assureur. Signalons que l'élève ne sera pas rémunéré pour les activités de service communautaire qu'il effectue.

Le conseil scolaire produira les formulaires dont se servira l'élève pour inscrire : *a*) les activités prévues et *b*) les activités réalisées. On trouvera en annexe un modèle pour les deux formulaires à concevoir, lesquels s'intitulent «Avis concernant le service communautaire» et «Relevé du service communautaire». Les deux formulaires du conseil doivent comprendre, au minimum, les renseignements figurant dans les modèles donnés en annexe.

En outre, le conseil scolaire doit préparer un document dans lequel sont expliqués le service communautaire ainsi que le rôle et les responsabilités des participants. On trouvera en annexe un modèle pour ce document, lequel s'intitule «Renseignements généraux sur la participation au service communautaire». Le document du conseil doit comprendre, au minimum, les renseignements figurant dans le modèle donné en annexe. Ce document doit présenter un aperçu du service communautaire, le rôle et les responsabilités de l'élève, des parents[3], des personnes ou des organismes qui parrainent les activités. On doit y énumérer les activités en français qui sont approuvées par le conseil de même que celles qui sont inadmissibles. Il reviendra à l'élève de le remettre à ses parents et à la personne supervisant ses activités de service communautaire.

La formation, la préparation ou le matériel requis par une activité devraient être fournis par la personne ou l'organisme qui parraine cette activité. Le conseil doit veiller à ce que tous les participants, notamment les élèves et les organismes parrainant l'activité, soient couverts par l'assurance du conseil.

Le conseil doit s'assurer que les renseignements à caractère personnel sont recueillis et conservés conformément au paragraphe 29(2) de la *Loi sur l'accès à l'information municipale et la protection de la vie privée*.

Responsabilités de la directrice ou du directeur d'école

La directrice ou le directeur d'école veillera à ce que le prospectus de l'école présente le service communautaire ainsi que les politiques et les modalités y afférents. Il ou elle s'assurera également que les élèves reçoivent les formulaires et les renseignements sur le service communautaire dont ils ont besoin, notamment la liste des activités approuvées par le conseil et celles qui sont inadmissibles ainsi que des exemplaires du document expliquant le service communautaire que l'élève doit remettre à ses parents et à la personne surveillant l'activité.

Si un élève envisage une activité qui ne figure *pas* sur la liste des activités approuvées par le conseil, la directrice ou le directeur d'école déterminera si cette activité est acceptable en consultation avec l'agente ou l'agent de supervision concerné. Si l'activité est approuvée, la directrice ou le directeur

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[3] Dans la présente note de service, le terme «parents» désigne le père ou la mère, ou les deux, au même titre que le tuteur ou la tutrice, ou les deux.

Ontario

Ministère de l'Éducation
et de la Formation

Politique / Programmes
Note n° 124B

Date d'émission : le 27 avril 1999

En vigueur : Jusqu'à abrogation ou modification

Objet : CONDITIONS D'OBTENTION DU DIPLÔME D'ÉTUDES SECONDAIRES : SERVICE COMMUNAUTAIRE DANS LES ÉCOLES DE LANGUE FRANÇAISE

À l'attention de : Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directrices et directeurs des écoles secondaires
Directrices et directeurs des écoles provinciales

Introduction

Comme il est prescrit dans *Les écoles secondaires de l'Ontario, de la 9^e à la 12^e année – Préparation au diplôme d'études secondaires de l'Ontario, 1999*[1], tous les élèves qui commencent leurs études secondaires pendant ou après l'année scolaire 1999-2000 doivent effectuer un minimum de 40 heures de service communautaire pour obtenir leur diplôme d'études secondaires. L'objectif de cette exigence est de sensibiliser l'élève à ses responsabilités civiques et de l'aider à comprendre le rôle qu'il peut jouer pour soutenir sa communauté. Dans le cas de l'élève qui fréquente une école de langue française, c'est aussi une excellente occasion pour ce dernier de vivre une expérience qui valorise la langue et la culture des francophones de l'Ontario.

Les activités de service communautaire relèvent de l'école et il incombe à la directrice ou au directeur d'école de gérer les modalités s'appliquant à cette condition d'obtention du diplôme.

Responsabilités des conseils scolaires[2]

Comme il est spécifié dans *Les écoles secondaires de l'Ontario*, les activités de service communautaire devraient se dérouler dans un milieu où l'on peut raisonnablement s'attendre à ce que la langue de communication soit le français. Ces activités peuvent avoir lieu dans des milieux tels que des entreprises commerciales, des organismes sans but lucratif, des organismes du secteur public (notamment des hôpitaux) ou dans un cadre moins structuré. Il incombe à chaque conseil scolaire de dresser une liste des activités de service communautaire en français qu'il considère acceptables. Cette liste ne doit pas comporter des activités jugées inadmissibles dans la présente note. Lors de l'élaboration de sa liste, le conseil doit consulter les conseils d'école de son territoire de compétence, le comité

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[1] Dans la présente note de service, le titre de cette publication ministérielle sera ainsi abrégé : *Les écoles secondaires de l'Ontario*.

[2] Dans la présente note de service, l'expression «conseil scolaire», ou le terme «conseil», désigne les conseils scolaires de district et les administrations scolaires qui offrent des cours du palier secondaire.

Ontario Ministry of Education
and Training

Policy / Program
Memorandum
No. 124A

Date of Issue: April 27, 1999 **Effective**: Until revoked or modified

Subject: ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENT: COMMUNITY INVOLVEMENT ACTIVITIES IN ENGLISH-LANGUAGE SCHOOLS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

Introduction

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program.

Responsibilities of School Boards[1]

As stated in OSS, community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the board considers acceptable. The board's list must not include activities that are designated as ineligible in this memorandum. The board must develop its list of approved activities in consultation with the school councils of schools in its jurisdiction, the Special Education Advisory Committee, and the board's insurer. It should be noted that students will not be paid for performing any community involvement activity.

School boards will develop the forms on which students list (a) their planned activities and (b) their completed activities. A sample of each form is included in the Appendix to this memorandum. The "Notification of Planned Community Involvement Activities" form must include at least the

information on the sample form. The “Completion of Community Involvement Activities” form must also include at least the information on the sample form.

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[1] The terms *school board* and *board* are used in this document to refer to district school boards and to those school authorities that offer secondary school courses.

Boards must also develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants. A sample document, entitled “Information on the Community Involvement Diploma Requirement”, is provided in the Appendix to this memorandum. The board’s document must contain at least the information given in the sample document. It must include an overview of the requirement and the roles and responsibilities of the student, parents,[2] and person or organization sponsoring an activity. It must also provide the list of activities approved by the board, as well as the ineligible activities. This document will be given by students to their parents and to the person supervising their community involvement activity.

Any training, equipment, or special preparation that is required for an activity should be provided by the person or organization sponsoring the activity. Each board must ensure that all participants, including students and the sponsors of community involvement activities, are adequately covered by the board’s insurance.

School boards must ensure that they collect and store personal information in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Responsibilities of the Principal

The principal will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. He or she will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board’s information document that are to be given to the parents and to the person supervising the community involvement activity.

If a student proposes to undertake an activity that is *not* on the board’s list of approved activities, the principal will determine whether the student’s proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the board’s list of approved activities.)

The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

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[2] In this document, *parents* is used to refer to both parent(s) and guardian(s).

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the board's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;

- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

APPENDIX

School boards may use the sample information document and/or the sample forms provided on the following pages, or they may develop their own, in accordance with the policies stated in this memorandum.

Information on the Community Involvement Diploma Requirement *(Sample document)*

School Name:__________________ Contact:______________ Telephone: __________

Introduction

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of School Boards

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Sample

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

The Board's List of Ineligible Activities

The board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible.
[*Board to insert list.*]

The Board's List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.
[*Board to insert list.*]

Sample

Notification of Planned Community Involvement Activities

Student

Principal

School

Telephone

Please provide the information requested below about the community involvement activities in which you plan to participate.

Activity	Estimated number of hours	Estimated date of completion	Location and telephone number	Supervisor's name	Principal's signature (if required)

Sample

Is each activity identified on the school board's list of approved activities? ☐ Yes ☐ No

If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity.

Student's signature

Date

Parent's or guardian's signature

Date

Note: [Board must insert a statement on the collection of personal information.]

Completion of Community Involvement Activities

Student

Principal

School

Telephone

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

Sample

For office use only

☐ Completion has been noted on the student's OST.

Signature of school official Date

Student's signature Date Parent's or guardian's signature Date

Note: [Board must insert a statement on the collection of personal information.]

Relevé du service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit remettre ce formulaire à l'école une fois les 40 heures de service communautaire terminées ou aux échéances déterminées par la direction d'école.

Modèle

Activité et langue de communication utilisée	Nombre d'heures	Date d'achèvement	Lieu et numéro de téléphone	Nom et signature du superviseur
Total				

Réservé à l'école
☐ Inscription dans le Relevé de notes de l'Ontario

Signature de l'agent officiel de l'école Date

Signature de l'élève Date

Signature du parent (ou du tuteur ou de la tutrice) Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

Avis concernant le service communautaire

Élève

Directrice ou directeur d'école

École

Téléphone

L'élève doit inscrire les renseignements requis ci-dessous à propos des activités qu'il ou elle envisage d'entreprendre.

Activité et langue de communication utilisée	Nombre d'heures prévu	Date d'achèvement prévue	Lieu et numéro de téléphone	Nom du superviseur	Signature de la direction (le cas échéant)

Modèle

Chacune des activités énumérées ci-dessus figure-t-elle sur la liste des activités approuvées par le conseil? ☐ Oui ☐ Non

Si l'élève répond «non», il ou elle doit obtenir l'approbation écrite de la directrice ou du directeur d'école avant d'entreprendre l'activité ne figurant pas sur la liste (c'est-à-dire la signature de la direction dans la colonne appropriée du tableau ci-dessus).

Signature de l'élève

Date

Signature du parent (ou du tuteur ou de la tutrice)

Date

Remarque : [*Le conseil doit insérer un énoncé sur la collecte des renseignements personnels.*]

- l'activité se rapporte au secteur bancaire ou exige de s'occuper de valeurs mobilières ou de bijoux, d'œuvres d'art, d'antiquités ou d'autres objets précieux;
- l'activité est constituée de corvées domestiques requises au domicile de l'élève, c'est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l'activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

Liste des activités inadmissibles du conseil

Le conseil scolaire a déterminé que les activités suivantes sont inadmissibles :

[*Insérer la liste du conseil*]

Liste des activités approuvées par le conseil

Les activités en langue française ci-dessous sont approuvées par le conseil scolaire aux fins du service communautaire.

[*Insérer la liste du conseil*]

Modèle

Rôle et responsabilités des parents

Les parents aideront leur enfant à choisir les activités de service communautaire. S'ils ont des questions ou des préoccupations au sujet du service communautaire, ils devraient communiquer avec la personne ou l'organisme qui parraine l'activité et la directrice ou le directeur d'école. Rappelons que, si l'élève a moins de 18 ans, l'un des parents doit signer les formulaires «Avis concernant le service communautaire» et «Relevé du service communautaire».

Rôle et responsabilités de la personne ou de l'organisme parrainant l'activité

Le service communautaire vise à forger des liens étroits entre les élèves et la communauté et à favoriser l'établissement de liens enrichissants et durables. Soulignons ici le rôle primordial que joue la communauté francophone dans cet épanouissement social des élèves qui fréquentent une école de langue française. Les élèves s'adresseront à des particuliers ou à des organismes de la communauté francophone pour leur demander de parrainer leur service communautaire. Ces personnes ou ces organismes devront assurer la formation ou la préparation que peut requérir une activité et fournir le matériel nécessaire. Il est primordial que l'élève soit en mesure d'effectuer en français son service communautaire dans un milieu sécuritaire. La personne surveillant l'activité doit attester la ou les dates et le nombre d'heures accomplies sur le formulaire «Relevé du service communautaire».

Modèle

Liste des activités inadmissibles du ministère

Le ministère de l'Éducation et de la Formation a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;

Rôle et responsabilités du conseil scolaire

Le conseil scolaire a la responsabilité de veiller à la mise en œuvre du service communautaire, par l'entremise de ses écoles secondaires. De concert avec les conseils d'école, le comité consultatif pour l'enfance en difficulté et son assureur, le conseil scolaire a dressé une liste des activités en langue française approuvées en matière de service communautaire. On trouvera cette liste, de même que les listes des activités jugées inadmissibles par le conseil et le ministère de l'Éducation et de la Formation, dans la présente trousse d'information. Le conseil scolaire n'autorisera pas la participation à des activités qui figurent sur les listes des activités jugées inadmissibles par le ministère et le conseil. Le conseil scolaire veillera à ce que les participantes et participants au service communautaire, notamment les élèves et les organismes parrainant les activités, soient couverts par son assurance.

Rôle et responsabilités de la directrice ou du directeur de l'école secondaire

La directrice ou le directeur de l'école secondaire est tenu de fournir des renseignements sur le service communautaire aux parents et aux élèves de même qu'aux personnes et aux organismes parrainant les activités. La direction de l'école secondaire doit remettre aux élèves les renseignements et les formulaires dont ils ou elles ont besoin pour respecter les modalités du service communautaire, notamment la liste des activités approuvées par le conseil. Une fois que l'élève a terminé ses 40 heures de service communautaire et que tous les rapports ont été remis par l'élève à l'école, la directrice ou le directeur décidera si l'élève a satisfait à l'exigence du service communautaire. Si l'élève a réussi à remplir cette exigence, la direction d'école l'indiquera dans le Relevé de notes de l'Ontario.

Rôle et responsabilités de l'élève

De concert avec ses parents, l'élève choisira une ou plusieurs activités sur la liste des activités approuvées par le conseil. Il ou elle pourra également choisir une activité qui ne figure *pas* sur cette liste (à condition qu'il ne s'agisse pas d'une activité inadmissible sur la liste du ministère ou du conseil). Si l'activité ne figure pas sur la liste du conseil, l'élève devra au préalable la faire approuver par écrit par la directrice ou le directeur de son école secondaire.

Avant d'entreprendre toute activité de service communautaire, l'élève remettra, à la directrice ou au directeur d'école ou à une personne désignée, le formulaire «Avis concernant le service communautaire», sur lequel seront indiquées l'activité ou les activités envisagées. Ce formulaire devra être signé par l'élève et par l'un de ses parents si l'élève a moins de 18 ans. L'élève pourra présenter des formulaires supplémentaires s'il ou elle envisage d'autres activités après avoir déjà remis son formulaire original.

Le formulaire «Relevé du service communautaire» doit être rempli par l'élève de même que par la personne ou l'organisme qui parraine l'activité (c'est-à-dire qui offre une activité de service communautaire à l'élève) et les parents (si l'élève a moins de 18 ans). L'élève doit remettre ce formulaire à la directrice ou au directeur de son école ou à la personne désignée à intervalles déterminés par la direction d'école ou une fois terminées les 40 heures de service communautaire.

ANNEXE

Les conseils scolaires peuvent suivre les modèles de la présente annexe, à savoir : le modèle du document sur les renseignements généraux; le modèle du formulaire «Avis concernant le service communautaire» et le modèle du formulaire «Relevé du service communautaire».

Renseignements généraux sur la participation au service communautaire

Nom de l'école secondaire :
Personne-ressource : Téléphone :

Introduction

À compter du 1er septembre 1999, tous les élèves de l'Ontario qui commencent leurs études secondaires seront tenus d'effectuer 40 heures de service communautaire pour obtenir leur diplôme. L'objectif est de leur permettre d'explorer les divers rôles qu'ils ou elles peuvent jouer pour soutenir leur communauté et de se sentir valorisés dans leur milieu. En outre, cette exigence permet aux élèves des écoles de langue française de vivre en français des expériences enrichissantes au sein d'une communauté francophone dynamique et pluraliste.

Le présent document explique les modalités du service communautaire et s'adresse aux élèves, aux parents de même qu'aux personnes et aux organismes qui seront invités par les élèves à parrainer une activité de service communautaire. Pour de plus amples renseignements, veuillez communiquer avec la personne-ressource mentionnée au haut de cette page.

Les élèves choisiront une ou plusieurs activités de service communautaire en consultation avec leurs parents. Ils ou elles feront leur choix par rapport à leur âge, à leur maturité et à leur capacité. Il faudra aussi tenir compte des conditions du lieu de l'activité et des exigences concernant la formation ou la préparation préalable ainsi que le matériel requis. De plus, on vérifiera si le français constituera la langue de communication utilisée. Soulignons que la sécurité de l'élève sera le facteur de décision prépondérant.

Aucun élève ne sera rémunéré pour effectuer les activités de service communautaire.

Dans le cas des élèves de 18 ans et plus, les parents ne seront pas tenus de signer les formulaires du service communautaire ni de donner leur consentement.

Modèle

Activités inadmissibles

Le ministère a dressé une liste des activités qui ne peuvent tenir lieu d'activités de service communautaire. Une activité est inadmissible dans les cas suivants :

- l'activité est requise par l'enseignement dans une classe ou dans un cours auquel l'élève est inscrit (p. ex., éducation coopérative, observation au poste de travail, expérience de travail);
- l'activité a lieu durant les heures normales d'enseignement de la journée scolaire (l'activité prévue pendant les pauses ou les périodes libres est cependant autorisée puisqu'elle n'aura pas lieu pendant les heures réservées à l'enseignement);
- l'activité a lieu dans une société minière ou forestière et l'élève est âgé de moins de 16 ans;
- l'activité a lieu dans une usine et l'élève est âgé de moins de 15 ans;
- l'activité se déroule dans un lieu de travail autre qu'une usine et l'élève est âgé de moins de 14 ans et n'est pas accompagné par un adulte;
- l'activité serait normalement accomplie par un employé rémunéré dans le lieu de travail;
- l'activité exige la conduite d'un véhicule ou l'utilisation d'outils électriques ou d'échafaudages;
- l'activité exige l'administration à une autre personne d'un médicament ou une intervention médicale;
- l'activité exige le manipulation de substances dangereuses telles qu'elles sont définies dans la *Loi sur la santé et la sécurité au travail*;
- l'activité exige de posséder les connaissances de travailleurs dont le métier est réglementé par le gouvernement provincial;
- l'activité se rapporte au secteur bancaire ou exige de s'occuper de valeurs mobilières ou de bijoux, d'œuvres d'art, d'antiquités ou d'autres objets précieux;
- l'activité est constituée de corvées domestiques requises au domicile de l'élève, c'est-à-dire les travaux du ménage, ou est reliée à ses loisirs;
- l'activité est reliée à des programmes de service communautaire ordonnés par les tribunaux (p. ex., programmes de service communautaire pour les jeunes contrevenants, programmes de probation).

d'école doit conserver en dossier une copie de l'approbation. (Il n'est pas nécessaire que la directrice ou le directeur autorise une activité qui figure sur la liste des activités approuvées par le conseil.)

La directrice ou le directeur d'école déterminera si l'élève a satisfait à l'exigence du service communautaire et, le cas échéant, il ou elle indiquera que l'élève s'est acquitté des activités de service communautaire dans le Relevé de notes de l'Ontario.

Modalités concernant l'élève

L'élève peut terminer ses 40 heures de service communautaire à n'importe quelle étape de ses études secondaires. Il peut combiner une variété d'activités, pourvu que ces activités lui permettent d'accumuler 40 heures de service communautaire. L'élève de moins de 18 ans planifiera et choisira ses activités en consultation avec ses parents.

Avant d'entreprendre une activité de service communautaire, l'élève doit remplir un formulaire «Avis concernant le service communautaire». Il choisira une ou plusieurs activités figurant sur la liste des activités approuvées par le conseil; il pourra choisir une activité qui n'est pas sur cette liste dans la mesure où il ne s'agit pas d'une activité inadmissible sur la liste du conseil ou du ministère (voir la rubrique «Activités inadmissibles» ci-dessous). Si l'activité choisie par l'élève ne figure pas sur la liste des activités approuvées par le conseil, l'élève doit obtenir une autorisation écrite de la directrice ou du directeur d'école (c'est-à-dire la signature de la direction apposée vis-à-vis de l'activité inscrite sur le formulaire «Avis concernant le service communautaire»). S'il a moins de 18 ans, l'élève doit remplir le formulaire en consultation avec ses parents et obtenir la signature de l'un des parents. Il signera aussi le formulaire avant de le remettre à la directrice ou au directeur d'école ou à une autre personne désignée par la directrice ou le directeur (p. ex., l'enseignante-guide ou l'enseignant-guide de l'élève). L'élève peut présenter des formulaires supplémentaires lorsqu'il envisage d'autres activités qui ne figuraient pas sur le formulaire original déjà remis.

Au terme d'une activité, l'élève doit remplir un formulaire «Relevé du service communautaire». La personne ou l'organisme qui parraine l'activité, c'est-à-dire qui offre l'activité de service communautaire, doit remplir les sections appropriées du formulaire afin d'attester que l'activité est terminée, puis apposer sa signature. Ce formulaire doit aussi être signé par l'un des parents de l'élève si celui-ci a moins de 18 ans. L'élève doit le remettre à la directrice ou au directeur d'école ou à la personne désignée à des intervalles déterminés par la direction ou après avoir terminé les 40 heures de service communautaire.

L'élève transmettra à ses parents un exemplaire du document «Renseignements généraux sur la participation au service communautaire» que le conseil aura produit et que l'école aura remis à l'élève. Il en remettra aussi un exemplaire à la personne ou à l'organisme qui parraine l'activité.

consultatif pour l'enfance en difficulté et son assureur. Signalons que l'élève ne sera pas rémunéré pour les activités de service communautaire qu'il effectue.

Le conseil scolaire produira les formulaires dont se servira l'élève pour inscrire : *a*) les activités prévues et *b*) les activités réalisées. On trouvera en annexe un modèle pour les deux formulaires à concevoir, lesquels s'intitulent «Avis concernant le service communautaire» et «Relevé du service communautaire». Les deux formulaires du conseil doivent comprendre, au minimum, les renseignements figurant dans les modèles donnés en annexe.

En outre, le conseil scolaire doit préparer un document dans lequel sont expliqués le service communautaire ainsi que le rôle et les responsabilités des participants. On trouvera en annexe un modèle pour ce document, lequel s'intitule «Renseignements généraux sur la participation au service communautaire». Le document du conseil doit comprendre, au minimum, les renseignements figurant dans le modèle donné en annexe. Ce document doit présenter un aperçu du service communautaire, le rôle et les responsabilités de l'élève, des parents[3], des personnes ou des organismes qui parrainent les activités. On doit y énumérer les activités en français qui sont approuvées par le conseil de même que celles qui sont inadmissibles. Il reviendra à l'élève de le remettre à ses parents et à la personne supervisant ses activités de service communautaire.

La formation, la préparation ou le matériel requis par une activité devraient être fournis par la personne ou l'organisme qui parraine cette activité. Le conseil doit veiller à ce que tous les participants, notamment les élèves et les organismes parrainant l'activité, soient couverts par l'assurance du conseil.

Le conseil doit s'assurer que les renseignements à caractère personnel sont recueillis et conservés conformément au paragraphe 29(2) de la *Loi sur l'accès à l'information municipale et la protection de la vie privée*.

Responsabilités de la directrice ou du directeur d'école

La directrice ou le directeur d'école veillera à ce que le prospectus de l'école présente le service communautaire ainsi que les politiques et les modalités y afférents. Il ou elle s'assurera également que les élèves reçoivent les formulaires et les renseignements sur le service communautaire dont ils ont besoin, notamment la liste des activités approuvées par le conseil et celles qui sont inadmissibles ainsi que des exemplaires du document expliquant le service communautaire que l'élève doit remettre à ses parents et à la personne surveillant l'activité.

Si un élève envisage une activité qui ne figure *pas* sur la liste des activités approuvées par le conseil, la directrice ou le directeur d'école déterminera si cette activité est acceptable en consultation avec l'agente ou l'agent de supervision concerné. Si l'activité est approuvée, la directrice ou le directeur

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[3] Dans la présente note de service, le terme «parents» désigne le père ou la mère, ou les deux, au même titre que le tuteur ou la tutrice, ou les deux.

Ontario Ministère de l'Éducation et de la Formation

Politique / Programmes Note nº 124B

Date d'émission : le 27 avril 1999

En vigueur : Jusqu'à abrogation ou modification

Objet : CONDITIONS D'OBTENTION DU DIPLÔME D'ÉTUDES SECONDAIRES : SERVICE COMMUNAUTAIRE DANS LES ÉCOLES DE LANGUE FRANÇAISE

À l'attention de :
Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directrices et directeurs des écoles secondaires
Directrices et directeurs des écoles provinciales

Introduction

Comme il est prescrit dans *Les écoles secondaires de l'Ontario, de la 9^e à la 12^e année – Préparation au diplôme d'études secondaires de l'Ontario, 1999*[1], tous les élèves qui commencent leurs études secondaires pendant ou après l'année scolaire 1999-2000 doivent effectuer un minimum de 40 heures de service communautaire pour obtenir leur diplôme d'études secondaires. L'objectif de cette exigence est de sensibiliser l'élève à ses responsabilités civiques et de l'aider à comprendre le rôle qu'il peut jouer pour soutenir sa communauté. Dans le cas de l'élève qui fréquente une école de langue française, c'est aussi une excellente occasion pour ce dernier de vivre une expérience qui valorise la langue et la culture des francophones de l'Ontario.

Les activités de service communautaire relèvent de l'école et il incombe à la directrice ou au directeur d'école de gérer les modalités s'appliquant à cette condition d'obtention du diplôme.

Responsabilités des conseils scolaires[2]

Comme il est spécifié dans *Les écoles secondaires de l'Ontario*, les activités de service communautaire devraient se dérouler dans un milieu où l'on peut raisonnablement s'attendre à ce que la langue de communication soit le français. Ces activités peuvent avoir lieu dans des milieux tels que des entreprises commerciales, des organismes sans but lucratif, des organismes du secteur public (notamment des hôpitaux) ou dans un cadre moins structuré. Il incombe à chaque conseil scolaire de dresser une liste des activités de service communautaire en français qu'il considère acceptables. Cette liste ne doit pas comporter des activités jugées inadmissibles dans la présente note. Lors de l'élaboration de sa liste, le conseil doit consulter les conseils d'école de son territoire de compétence, le comité

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[1] Dans la présente note de service, le titre de cette publication ministérielle sera ainsi abrégé : *Les écoles secondaires de l'Ontario*.

[2] Dans la présente note de service, l'expression «conseil scolaire», ou le terme «conseil», désigne les conseils scolaires de district et les administrations scolaires qui offrent des cours du palier secondaire.

ONTARIO

Ministry of Education
Ministry of Training, Colleges and Universities

Policy/Program Memorandum No. 125

Date of Issue: March 24, 2000 **Effective:** Until revoked or modified

Subject: Reporting of Minimum Instruction Time and Implementation of the Teacher Adviser Program in Secondary Schools

Application: Directors of Education
Secretary of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

This Policy and Program Memorandum is intended to assist boards in complying with the requirements of the *Education Act* and its regulations for the calculation of instruction time and class size. It provides:

1. policy direction on the reporting of instruction time;
2. policy direction on the Teacher Adviser Program;
3. assistance in identifying what can be considered for inclusion in calculating aggregate minimum instruction time for classroom teachers in secondary schools;
4. provisions for the calculation of class size; and
5. information on compliance and enforcement measures with respect to class size and instruction time.

Calculation of Instruction Time

The *Education Act* requires that each board ensure that, in the aggregate, its classroom teachers in secondary schools are assigned to provide instruction to pupils for an average of at least 1,250 minutes for each period of five instructional days during the school year.

The legislation also permits a board to allocate a share of the board's aggregate minimum instruction time to each school and establish policy governing how principals are to allocate this time among the classroom teachers in each school.

Section 170.2 of the *Education Act* stipulates that a classroom teacher in a secondary school is assigned to provide instruction **only** when he or she is assigned in a regular timetable to invigilate examinations or to provide instruction in,

a. courses or programs eligible for credit;
b. special education programs;
c. a remedial class, the purpose of which is to assist pupils in completing a course or

program eligible for credit or required for an Ontario secondary school diploma;

d. an English as a second language or *actualisation linguistique en français* program;
e. an apprenticeship program;
f. a co-operative education program;
g. any other class, course or program specified or described in a regulation.

Ontario Regulation 171/00 identifies the activities that can be included in the calculation of instruction time in secondary schools. They fall into four general categories.

1. A **course, class or program** can be included in the calculation of instruction time **only** when **all four** of the following conditions exist:
    a. the teacher must be assigned in a **regular timetable** to provide instruction in the class, course or program;
    b. pupils must be assigned in their **regular timetable** to receive instruction from **that** teacher;
    c. the teacher must be qualified under the *Act* to perform the duties assigned; and
    d. the teacher must be responsible for the instruction of the class, course or program, the evaluation of the progress of the pupils in that class, course or program, and the reporting to the principal of the progress of the pupils in that class, course or program.
2. For a **remedial class** to be included in the calculation of instruction time, three conditions must be met:
    a. the teacher must be assigned in a **regular timetable** to provide remediation **in a course eligible for credit**;
    b. pupils must be assigned in their regular timetable to receive remediation from **that** teacher; and
    c. the teacher must be qualified under the *Act* to provide instruction in the class, course or program being provided in the class.
3. Up to an average of **thirty minutes** of the **Teacher Adviser Program** may be included in the calculation of instruction time for each period of five instructional days, provided that:
    a. the teacher is assigned in a **regular timetable** to provide the program;
    b. pupils are **assigned in a class** in their regular timetable to receive the program from **that** teacher; and
    c. the program is delivered in a manner outlined in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS).
4. Since it is already counted in the instruction time of the absent colleague, **substituting for an absent colleague may not be included** in the calculation of instruction time.

No other activities may be included in the calculation of instruction time. In addition, a record of attendance of teachers and students must be kept for all classes, courses or programs included in the calculation of instruction time.

The following activities will not be considered instruction for purposes of the calculation of instruction time:

- "on call" time;
- travel time between classes;
- activities in a credit program beyond the 120 hours normally provided in a timetable;
- remediation outside a regularly time-tabled remedial class;
- library, guidance or office duties performed by classroom teachers;
- staff meetings;
- supervision;
- home room activities; and
- providing assistance to a group of students in a class on the timetable of another teacher.

This list is not exhaustive. It is provided:

a. to illustrate the principles inherent in the legislation, and
b. to further assist boards in their calculation of instruction time for secondary school teachers.

It is the responsibility of boards to ensure that only those activities provided for by the Act and its regulations are included in the calculation of minimum aggregate instruction time.

New Provisions Affecting Class Size Calculation

Ontario Regulation 118/98 - *Class Size* describes the method boards must use in calculating and reporting on the board-wide average class size. Part II of the regulation provides information on how those calculations are to be made for secondary schools.

The definition of "class" for secondary schools has been amended in Part II of the regulation to link it to teaching duties of teachers. A secondary school class now includes the additional requirement that it is a **group of pupils** who are taught the course by a **teacher who is responsible for the instruction of the course, the evaluation of the progress of the pupils in that course and the reporting to the principal of the progress of the pupils in that course.**

Commencing in the school year 2000/01, when reporting on the board-wide class size average for secondary schools, **boards must ensure that teachers whose timetables indicate they are assigned to a course or program are in fact providing instruction as defined.** If the board is reporting more than one teacher assigned to a group of students, the board must be able to document that the group of students is, in fact, a class, and that each teacher so assigned is in fact the person responsible for instructing pupils in that class, evaluating the progress of pupils in that class, and reporting on the progress of the pupils in that class. **Where teachers do not have these responsibilities, that group may not be counted as a class.**

Compliance

The Ministry will monitor compliance with these regulations through a variety of mechanisms including:

- reports filed by boards, such as class size reports, financial reports and the newly required secondary school instruction time reports;
- analysis of timetables, attendance documents and procedures for the reporting of student progress;
- periodic review of actual practices in schools; and
- normal ministry audit processes.

Where board proposals for compliance with instruction time requirements do not meet the requirements of the legislation, the Ministry may reject the plans filed by boards and request alterations necessary to bring about compliance. Boards will be required to make the necessary alterations in order to ensure compliance.

The General Legislative Grant Regulation has been structured to permit the Minister to withhold grants where boards do not meet the requirements of the *Act* and its regulations.

Policy Direction

To ensure that the requirements of the *Act* and its regulations are met, boards are directed to implement two new policy directions.

1. Instruction Time Plan

Boards are required to file with the Ministry, by June 15th annually, a tentative plan of how they intend to achieve the requirements of the legislation on minimum instruction time in secondary schools for the following school year. As well, boards are required to file with the Ministry, by October 30th annually, and for boards with semestered schools, also by February 28th annually, a report of how they have met the requirements of the legislation.

2. Teacher Adviser Program

As of September 2000, principals are now required to assign students in grades 9 through 12 to the Teacher Adviser Program outlined in *Ontario Secondary Schools, Grades 9 to 12*.

The funding regulation for 2000-01 has been enhanced to permit each secondary school teacher to provide an average of 30 minutes of classroom-based Teacher Adviser Program during each five day instructional period. The new regulation on instructional time also makes the program eligible for the inclusion in the calculation of instruction time for secondary schools. As a result of these changes, the original implementation schedule provided in *Ontario Secondary Schools, Grades 9 to 12* is modified from a phased introduction to full implementation in September 2000.

ONTARIO

Ministry of Education
Ministry of Training, Colleges and Universities

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Policy/Program Memorandum No. 126

Date of Issue: July 27, 2000 **Effective:** Until revoked or modified

Subject: IMPLEMENTATION OF THE TEACHER-ADVISER PROGRAM AND USE OF THE TERM "CO-INSTRUCTIONAL ACTIVITIES"

Application:
Directors of Education
Secretary of School Authorities
Superintendents of Provincial Schools
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial Schools

Reference: This memorandum revokes Policy/Program Memorandum No. 125, March 24, 2000.

Implementation of the Teacher-Adviser Program

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), the purpose of the teacher-adviser program is to assist students in planning a relevant and rigorous program to meet their needs and goals and to reflect their interests. Teacher-advisers are responsible for helping students make informed choices at key transition points in their schooling. Teachers assigned teacher-adviser duties are responsible for helping students complete and review their annual education plan, monitoring students' academic progress, and communicating with parents about students' progress.

To assist boards in implementing the teacher-adviser program, the government has provided $64 million for the hiring of additional teachers in 2000–2001. In addition, Ontario Regulation 398/00, entitled "Secondary School Teaching Assignments", makes the program eligible for inclusion in the calculation of the required minimum teaching-assignment average, stated in subsection 170.2.1(2) of the *Education Act*, of 6.67 eligible courses in a day school program during the school year.

As a result of these changes, the original schedule for implementing the teacher-adviser program that was provided in OSS has been modified. Beginning in September 2000, principals are required to assign students in Grades 7 through 12 to a teacher-adviser under the teacher-adviser program.

Use of the Term "Co-instructional Activities"

The *Education Accountability Act, 2000* amended the *Education Act* by adding the following

definition:

> "co-instructional activities" means activities other than providing instruction that,
> (a) support the operation of schools,
> (b) enrich pupils' school-related experience, whether within or beyond the instructional program, or
> (c) advance pupils' education and education-related goals, and includes but is not limited to activities having to do with school-related sports, arts and cultural activities, parent-teacher and pupil-teacher interviews, letters of support for pupils, staff meetings and school functions but does not include activities specified in a regulation made under subsection (1.2)

Effective immediately, the term "extracurricular activities" in OSS should be read as "co-instructional activities", as defined above.

Français Home Page Search

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Ontario Ministry of Education

Policy/Program Memorandum No. 127

Date of Issue: October 13, 2004

Effective: Until revoked or modified

Subject: THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

Application:
Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Elementary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 127, "Ontario Secondary School Literacy Test in English-Language Secondary Schools – Accommodations, Deferrals, and Exemptions", October 5, 2001.

Introduction

This memorandum sets out policy with respect to the secondary school literacy graduation requirement.

All students who entered Grade 9 in the 2000–2001 school year, or in subsequent years, are required to meet the literacy graduation requirement outlined in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) in order to earn an Ontario Secondary School Diploma (OSSD). Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). Some students may be allowed to meet the requirement by successfully completing a special adjudication process (see page 3 of this memorandum).

The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life.

The following students are not required to meet the secondary school literacy graduation requirement:
- students who have an Individual Education Plan (IEP) that indicates that they are not working towards the OSSD, and who are granted an exemption in accordance with section 3.1.4.1 of OSS and this memorandum
- students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989* (OSIS)
- students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma

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Ways of Meeting the Secondary School Literacy Graduation Requirement

Ontario Secondary School Literacy Test

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need remediation.

Students who are working towards the OSSD under OSS will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferrals in section 3.1.4.1 of OSS and in this memorandum.

For students who entered Grade 9 in 1999–2000, successful completion of the test is not a graduation requirement. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Students who are working towards an OSSD under OSS and who do not successfully complete the OSSLT will have opportunities to retake the test. Once students have successfully completed the literacy test, they may not retake it.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time of test administration. School boards[1] should ensure that this policy is made known to students and to the parents[2] of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French is considered to have met the literacy graduation requirement, and will not have to retake the test in the other language after transferring to the receiving school.

As stated in section 3.1.4 of OSS, school boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies or one on literacy skills for these students.

For more detailed information on the OSSLT, see OSS, section 3.1.4.

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[1] In this document, *school board(s)* and *board(s)* refer to district school boards and school authorities.

[2] In this document, *parent(s)* refers to parent(s) and guardian(s).

Ontario Secondary School Literacy Course

In 2003, the ministry developed the Ontario Secondary School Literacy Course (OSSLC). Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003.*[3] Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enrol in the OSSLC. However, in June 2004, policy was changed to grant principals the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

Accommodations specified in a student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Adjudication Process

In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

Recording of Results on the Ontario Student Transcript

A student's results on the OSSLT, in the OSSLC, or in the adjudication process will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box if the student has successfully completed the test, the course, or the adjudication process. "N/A" applies to students whose IEP indicates that they are not working towards the OSSD; to students who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

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[3] This document is available in print and on the ministry's website, at http://www.edu.gov.on.ca.

"N/A" will also normally apply to students who are working towards an OSSD under OSS and who entered Grade 9 in 1999–2000, whether or not they completed the test successfully in 2000–2001, since successful completion of the test is not a graduation requirement for them. However, for students who chose to retake the test in October 2001 and successfully completed the test, an "X" will be entered in the "Successfully Completed in English" box on the OST, in accordance with the policy stated on page 2 of this memorandum and with the *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* of the Education Quality and Accountability Office (EQAO). If these students did not complete the test successfully in October 2001, they were required to retake and successfully complete the OSSLT in order to be eligible to earn an OSSD. (Alternatively, if they have not yet successfully completed the OSSLT, they may meet the literacy graduation requirement by successfully completing the OSSLC or successfully completing the adjudication process.) Upon successful completion of the literacy graduation requirement, an "X" will be entered in the "Successfully Completed in English" box on the student's OST.

Accommodations for Students With Special Needs Who Are Taking the Test

Legislation and Ministry of Education Policy

The obligation of school boards and schools to provide accommodations for students with special needs is reinforced both by legislation and Ministry of Education policy. Under the Ontario Human Rights Code, 1981, which sets out provisions on the "duty to accommodate" all persons with disabilities, school boards have the responsibility to provide appropriate accommodations that will enable students with special needs to participate in the educational setting. OSS states: "The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test." Accommodations needed for the literacy test may be challenging to implement, and consequently careful planning will be required on the part of the principal.

To qualify for accommodations for taking the test, a student must normally have an IEP that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

Use of Terms

For the purposes of this memorandum, the following terms have the meanings outlined below.

"Students with special needs" are students with an IEP who may or may not have been identified as "exceptional pupils" through the IPRC process, and who are receiving special education programs and services. An IEP *must* be developed for students who have been identified as exceptional by an IPRC. An IEP *may* be developed for students who have not been identified as exceptional by an IPRC, but who are receiving special education programs and/or services.[4]

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[4] See OSS, section 5.4, and *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000,* p. 5.

"Modifications" are changes to content and to performance criteria. Modifications to the OSSLT are not permitted because they would affect the validity and reliability of the test.

"Accommodations" are forms of support and services that enable students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change only *the way* in which the test is administered or *the way* in which the person tested responds to the components of the test. They do not alter the content of the test or affect the validity or reliability of the test.

Procedures for Making Accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:
- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents, and appropriate staff (including special education and professional support services staff, where appropriate);
- be made prior to the taking of the OSSLT;
- take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this memorandum and with the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* (see section below);
- be clearly communicated in writing to the parents or adult student in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Information Form provided by the EQAO.

Permitted Accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the OSSLT may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided and the process for seeking accommodations are outlined in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*. This document can be accessed by visiting the EQAO website, at www.eqao.com, or obtained by writing to the following address:

Education Quality and Accountability Office
2 Carlton Street
Suite 1200
Toronto ON M5B 2M9

Accommodations that will be permitted include the following:
1. adjustments to the environment in which the test is administered
2. adjustments in the time allowed for the test
3. changes/adjustments to the format of the test (e.g., alternative forms of print)
4. changes/adjustments to the format of responses

For example, reading aloud of the questions in the writing component of the test is a permitted accommodation for students who have this specified as an accommodation in their IEP. However, reading aloud of the questions in the reading component of the test is *not permitted* as an accommodation, because the ability to read questions unassisted is an integral part of what is being measured in the reading component.

Such forms of support as the following are also *not permitted* as accommodations, since they would affect the validity of the test: clarifying test questions for students by rewording or explaining them; answering students' questions during the test or providing additional information; and allowing discussion prior to the performance of writing tasks.

Note that clarification of instructions for both the reading and the writing components of the test is permitted for all students *before the commencement* of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with this memorandum and with the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*, the principal must ensure that the accommodation is available to the student during the test.

Accommodations other than those listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* will be given consideration by the EQAO upon receipt of a request, as outlined in the section below.

See the appendix for more information on the human resources required for the implementation of accommodations for students with special needs.

Requests for Special Consideration of Accommodations

1. Accommodations that are listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO guide, one of the following procedures applies, as appropriate:

a) If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.
b) If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

c) If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test, the principal may grant permission for the use of any appropriate accommodations that are permitted in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

For students in approved education programs in care, treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in independent schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

2. Accommodations that are not listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies a need for an accommodation that is not listed in the EQAO guide or involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to the principal. The principal may grant the deferral.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.

- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the EQAO.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR).

Exemptions From the Test

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

If a student does not successfully complete the OSSLT, the OSSLC, or the adjudication process, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- The principal of the school will ensure that an IEP is developed for the student in consultation with the parents and the student, if the student is 16 years of age or older, in accordance with Regulation 181/98.
- The IEP will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.
- Where the IEP indicates that the student is not working towards the OSSD, the student may be granted an exemption from writing the OSSLT by the school principal.
- The principal will make his or her decision in consultation with the parent or adult student, and the final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test but the parent or adult student disagrees with this decision, the student must be allowed to write the test. Where the principal decides that the student should write the test but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and services is to take the test, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test. The necessary accommodations will be provided in accordance with this memorandum, section 3.1.4.1 of OSS, and the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.

All documentation related to the decision to grant an exemption from taking the test must be kept in the student's Ontario Student Record (OSR).

Appendix – Human resources required for the implementation of accommodations for students with special needs who take the Ontario Secondary School Literacy Test

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the following guidelines be followed.

- The role of individuals who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.

- These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

- It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative.

- All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the Ontario Secondary School Literacy Test as the teachers and principals involved in its administration.

- The role of the scribe is to write – by hand or using a typewriter or computer – the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
  - must *not* give any assistance or suggestions relating to the content of the test;
  - must *not* give advice related to the order of the questions or the time to be spent on them;
  - must write, by hand or using a typewriter or computer, the student's answers *exactly as they are dictated by the student*;
  - may read back what has been recorded at the student's request;
  - may enter student responses to multiple-choice questions on the Student Answer Sheet;
  - must adhere to the EQAO policy on the duty to report child abuse, as provided in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.

- Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

Policy/Program
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No. 127

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- Dans le cas des élèves ayant des difficultés graves de l'attention, il est permis d'avoir recours à des aides dont le seul rôle est de ramener l'attention de l'élève sur le test lorsque celui-ci est distrait. On considère que ces aides contribuent au processus d'une façon qui ne peut pas remettre en cause l'intégrité ou la validité du rendement de l'élève au test. L'OQRE fournira davantage de renseignements à ce sujet.

Annexe : Ressources humaines requises pour la mise en œuvre des adaptations à l'intention des élèves ayant des besoins particuliers qui passent le Test provincial de compétences linguistiques

Toute personne qui prête son concours à la mise en œuvre des adaptations pour un ou plusieurs élèves et qui ne fait pas partie du personnel enseignant doit travailler sous la supervision directe d'une enseignante ou d'un enseignant. Seules des personnes adultes qui ne sont pas apparentées aux élèves qui passent le test peuvent leur prêter assistance dans cette situation. Il est important que ces personnes reçoivent une formation et qu'elles suivent les directives suivantes.

- Le rôle des personnes qui apportent leur aide à la mise en œuvre des adaptations pour les élèves ayant des besoins particuliers est de s'assurer que les élèves sont bien supervisés durant le test et que les adaptations sont appliquées de façon appropriée.

- Ces personnes ne doivent pas fournir aux élèves une aide qui risquerait de compromettre la validité du test, c'est-à-dire qu'elles ne peuvent pas aider les élèves à comprendre les questions ou à formuler leurs réponses, ni leur donner des directives ou des suggestions (p. ex., des suggestions sur la façon de répartir le travail selon le temps accordé) qui ne sont pas données à tous les élèves qui passent le test.

- Il est généralement utile que la personne qui aide à la mise en œuvre des adaptations soit connue de l'élève. Comme nous l'avons déjà dit, elle ne doit cependant pas avoir de lien de parenté avec l'élève.

- Tous les membres du personnel non enseignant qui contribuent à la mise en œuvre des adaptations sont tenus de respecter les mêmes conditions de sécurité et directives sur l'administration que les membres du personnel enseignant et de la direction d'école s'occupant de l'administration du Test provincial de compétences linguistiques.

- Le rôle du transcripteur est d'écrire, à la main ou à l'aide d'une machine à écrire ou d'un ordinateur, les réponses que lui dicte l'élève. Les transcripteurs ne doivent jamais aider les élèves à formuler leurs réponses aux questions. Durant le test, les transcripteurs :
  - ne doivent *pas* apporter une aide ou donner des suggestions sur le contenu du test;
  - ne doivent *pas* donner de conseils sur l'ordre des questions ou sur la répartition du temps;
  - doivent écrire, à la main ou à l'aide d'une machine à écrire ou d'un ordinateur, les réponses de l'élève *exactement comme les lui dicte l'élève*;
  - peuvent relire à l'élève ce qu'ils ont transcrit, à la demande de l'élève;
  - peuvent inscrire les réponses de l'élève aux questions à choix multiple sur la feuille-réponses de l'élève;
  - doivent respecter la politique de l'OQRE sur l'obligation de signaler les mauvais traitements infligés à un enfant, telle qu'elle est énoncée dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE.

Les exemptions doivent être accordées au cas par cas. Les modalités suivantes devraient être respectées :

- La direction d'école s'assurera qu'un PEI est élaboré pour l'élève en consultation avec les parents et l'élève, s'il a 16 ans ou plus, conformément au Règlement 181/98.
- Le PEI établit les attentes d'apprentissage de l'élève, lesquelles indiquent si l'élève étudie ou non dans le but d'obtenir le DESO.
- Si le PEI indique que l'élève ne vise pas l'obtention du DESO, la direction d'école peut le dispenser de passer le TPCL.
- Après avoir consulté les parents ou l'élève adulte, la direction d'école prendra une décision qu'elle devra leur communiquer par écrit dans le cadre du processus d'élaboration du PEI.
- Si la direction d'école estime qu'il y a lieu de dispenser l'élève de l'obligation de passer le test mais si les parents ou l'élève adulte ne sont pas d'accord, il faut autoriser l'élève à passer le test. Lorsque la direction d'école décide que l'élève devrait passer le test mais que les parents ou l'élève adulte s'y opposent, la question sera soumise à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.
- Lorsque la possibilité d'une exemption n'est pas retenue et que l'élève ayant un PEI et recevant un programme d'enseignement et des services à l'enfance en difficulté passera le test, la direction d'école doit s'assurer que cet élève peut, en toute équité, réussir le test. Les adaptations nécessaires lui seront fournies conformément à la présente note, à la section 3.1.4.1 de la circulaire ESO et au *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE.
- Si les attentes d'apprentissage figurant dans le PEI sont révisées de façon que l'élève étudie désormais en vue d'obtenir le DESO, il lui faudra réussir le TPCL, le CCLESO ou le processus décisionnel pour l'obtenir.

Toute la documentation concernant la décision d'accorder une exemption doit être versée au Dossier scolaire de l'Ontario (DSO) de l'élève.

Reports du test

Les reports visent les élèves qui n'ont pas encore atteint le niveau de maîtrise requis en français pour réussir le test. Il peut s'agir d'élèves identifiés comme des élèves en difficulté, d'élèves qui suivent des cours d'actualisation linguistique en français ou de perfectionnement du français (ALF/PDF) ou encore d'élèves qui n'ont pas réussi à atteindre les attentes prévues pour la 9^e année en lecture et en écriture. On peut aussi accorder un report aux élèves qui ne sont pas en mesure de passer le test au moment prévu, pour des raisons de maladie, de blessure ou d'autres circonstances semblables. Dans ces cas, il faut soumettre à la direction d'école les documents nécessaires.

Les reports sont accordés au cas par cas. Les modalités suivantes devraient être respectées :
- La demande pour un report peut être présentée par les parents ou l'élève adulte. On adresse la demande par écrit à la direction d'école, qui autorise les reports.
- La direction d'école peut aussi prendre l'initiative d'étudier la possibilité d'un report en consultation avec les parents ou l'élève adulte.
- La direction d'école prend sa décision en consultation avec les parents ou l'élève adulte et le personnel scolaire concerné. En cas de désaccord, les parents ou l'élève adulte peuvent demander à l'agente ou l'agent de supervision compétent de réexaminer la question. Sa décision est sans appel.
- Le test sera reporté au plus tard à la prochaine date prévue pour la tenue du test. Les élèves qui ont obtenu un report passeront donc le test à la prochaine date prévue pour le test selon le calendrier établi par l'OQRE.
- Si un autre report s'impose, la direction d'école doit étudier la situation en consultation avec les parents ou l'élève adulte et le personnel scolaire concerné. Il n'y a pas de limite au nombre de reports possibles, mais les élèves doivent être informés que les reports auront pour effet de limiter de plus en plus les possibilités de reprendre le test et que la réussite du test, du CCLESO ou du processus décisionnel est une condition d'obtention du diplôme. Il faudrait encourager les élèves à passer le test afin que l'école ait une indication de leurs points forts et de leurs besoins et qu'elle puisse élaborer un programme ou des mesures de soutien appropriés pour les aider à se préparer à passer le test.
- Tous les documents relatifs à la décision autorisant un report doivent être versés au Dossier scolaire de l'Ontario (DSO) de l'élève.

Exemptions

Pour avoir droit à une exemption, l'élève doit avoir un PEI. Le PEI doit comprendre la documentation justifiant l'exemption pour le TPCL et indiquer clairement que l'élève n'étudie pas en vue d'obtenir le DESO. Le consentement des parents et l'approbation de la direction d'école sont nécessaires pour accorder une exemption.

L'élève qui ne réussit pas le TPCL, le CCLESO ou le processus décisionnel ne pourra pas obtenir le DESO.

Demandes spéciales d'adaptations

1. Adaptations indiquées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE

Lorsque les parents, l'élève adulte ou la direction d'école jugent nécessaire une adaptation figurant dans le guide de l'OQRE, l'une ou l'autre des démarches suivantes s'applique, selon le cas :

a) Si l'adaptation n'est pas décrite dans le PEI de l'élève, les parents, l'élève adulte ou la direction d'école peuvent demander à l'agente ou l'agent de supervision compétent de l'examiner. La décision de l'agente ou l'agent est sans appel.
b) Si l'élève n'a pas de PEI parce qu'il a été récemment transféré d'une école d'un autre territoire de compétence, les parents, l'élève adulte ou la direction d'école peuvent présenter une demande d'adaptation à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.
c) Dans le cas d'un élève qui, d'habitude, ne nécessite pas d'adaptation mais qui en a besoin à cause d'un état temporaire, la direction d'école peut permettre toute adaptation appropriée qui est autorisée dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE. Si la direction d'école juge qu'il est impossible d'accorder à l'élève une adaptation qui lui permettra de participer au test, il faudrait alors envisager la possibilité d'un report. Lorsque l'élève adulte ou les parents rejettent la décision prise par la direction d'école, ils peuvent en appeler auprès de l'agente ou l'agent de supervision compétent. Sa décision est sans appel.

Dans le cas des élèves des écoles provinciales et des écoles d'application, la demande doit être adressée à la surintendante ou au surintendant compétent, dont la décision est sans appel.

Pour les élèves inscrits à des programmes éducatifs approuvés dans un établissement de soins, de traitement, de garde ou de services correctionnels, la demande doit être adressée à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.

Pour les élèves des écoles indépendantes et autochtones, la demande doit être adressée à la directrice principale ou au directeur principal de l'évaluation de l'OQRE, dont la décision est sans appel.

2. Adaptations non indiquées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE

Les parents, l'élève adulte ou la direction d'école qui jugent nécessaire une adaptation qui ne figure pas dans le guide de l'OQRE, ou qui ferait en sorte que plus du double du temps habituellement alloué pour le test serait accordé à l'élève, doivent, si cette adaptation est conforme à la définition d'une adaptation donnée dans le guide et si elle est décrite dans le PEI de l'élève, présenter leur demande à la directrice principale ou au directeur principal de l'évaluation de l'OQRE, dont la décision est sans appel.

renseignements sur les adaptations pouvant être offertes et sur le processus de demande d'adaptations dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE. Ce document est affiché sur le site Web de l'OQRE à www.eqao.com; on peut en obtenir un exemplaire en écrivant à l'adresse suivante :

Office de la qualité et de la responsabilité en éducation
2, rue Carlton
Bureau 1200
Toronto ON M5B 2M9

Les adaptations autorisées sont les suivantes :

1. Ajustement de l'environnement où le test est administré
2. Ajustement du temps alloué pour le test
3. Ajustement du format du test (p. ex., une autre forme de caractères)
4. Ajustement de la façon de présenter les réponses

Par exemple, il est permis de lire à haute voix les questions de la composante écriture aux élèves dont le PEI précise cette adaptation. Cependant, *il est interdit de lire* à haute voix les questions de la composante lecture, car celle-ci vise à déterminer la capacité des élèves à lire des questions sans aide.

Les adaptations suivantes sont également *interdites*, car elles compromettraient la validité du test : éclaircir les questions en les reformulant ou en les expliquant; répondre aux questions des élèves ou leur fournir des renseignements supplémentaires pendant le test; permettre aux élèves de discuter avant les tâches d'écriture.

Soulignons qu'il est permis d'expliquer les directives à tous les élèves pour la composante lecture et la composante écriture *avant le début* du test. De tels éclaircissements ne sont pas considérés comme étant une adaptation.

Si une adaptation inscrite dans le PEI de l'élève est également autorisée dans la présente note et dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE, la direction d'école doit veiller à ce que l'élève puisse se prévaloir de cette adaptation lors du test.

L'OQRE prendra en considération les demandes en vue d'obtenir une adaptation autre que celles qui sont énumérées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions*, comme il est indiqué à la section suivante.

Veuillez consulter l'annexe pour de plus amples renseignements sur les ressources humaines requises pour la mise en œuvre des adaptations à l'intention des élèves ayant des besoins particuliers.

Usage de certains termes

Les définitions suivantes s'appliquent à la présente note.

Les « élèves ayant des besoins particuliers » sont des élèves ayant un PEI qui peuvent ou non avoir été identifiés comme des élèves en difficulté par un CIPR et qui reçoivent un programme d'enseignement ou des services à l'enfance en difficulté. Un PEI *doit* être élaboré pour les élèves identifiés comme des élèves en difficulté par un CIPR. Un PEI *peut* être élaboré pour les élèves qui n'ont pas été identifiés comme étant en difficulté par un CIPR, mais qui reçoivent un programme d'enseignement ou des services à l'enfance en difficulté[4].

Les « modifications » sont des changements apportés au contenu et aux critères de rendement. Le TPCL ne peut faire l'objet de modifications, car cela compromettrait sa validité et sa fiabilité.

Les « adaptations » sont des mesures de soutien et des services qui permettent aux élèves ayant des besoins particuliers de démontrer leurs compétences relativement aux habiletés mesurées par le test. Les adaptations changent uniquement *la façon* dont on fait passer le test ou *la manière* dont l'élève qui participe au test répond aux composantes du test. Les adaptations ne changent pas le contenu du test ni n'altèrent sa validité ou sa fiabilité.

Processus pour effectuer des adaptations

Il importe de suivre certains processus de base pour planifier et effectuer les adaptations afin qu'elles puissent aider l'élève le plus possible. Les décisions concernant les adaptations doivent :

- être prises en fonction de chaque élève;
- être prises par la direction d'école, en consultation avec l'élève, les parents et les membres du personnel concernés (y compris le personnel de l'éducation de l'enfance en difficulté et le personnel des services de soutien professionnels, le cas échéant);
- être prises avant l'administration du TPCL;
- tenir compte de toutes les adaptations énoncées dans le PEI de l'élève qui sont autorisées dans la présente note et le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE (voir la section suivante);
- être clairement communiquées par écrit aux parents et à l'élève adulte avant la date fixée pour le test;
- être consignées, avec tous les détails pertinents, dans le formulaire de renseignements sur l'élève fourni par l'OQRE.

Adaptations autorisées

Les adaptations pouvant être nécessaires pour donner aux élèves ayant des besoins particuliers le plus de chances possible de réussir le TPCL se présentent sous diverses formes. Dans chaque cas, l'adaptation habituellement utilisée doit être précisée dans le PEI de l'élève. On peut obtenir de plus amples

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[4] Voir la section 5.4 de la circulaire ESO et le *Plan d'enseignement individualisé - Normes pour l'élaboration, la planification des programmes et la mise en œuvre, 2000*, p. 5.

Inscription des résultats dans le Relevé de notes de l'Ontario

Les résultats de l'élève au TPCL, au CCLESO ou au processus décisionnel seront inscrits sur le Relevé de notes de l'Ontario. La case « Réussi en français » sera marquée d'un X si l'élève a réussi le test, le cours ou le processus décisionnel. La mention SO (sans objet) s'applique aux élèves qui, selon leur PEI, ne visent pas l'obtention du DESO, et aux élèves qui visent l'obtention du DESO conformément à la circulaire EOCIS ou qui visent un diplôme antérieur, comme le Diplôme d'études secondaires (DES).

La mention SO s'appliquera aussi aux élèves qui visent l'obtention du DESO conformément à la circulaire ESO et qui ont entrepris leur 9^e année en 1999-2000, qu'ils aient ou non réussi le test en 2000-2001, puisque la réussite du test ne constitue pas dans leur cas une condition d'obtention du diplôme. Cependant, conformément à la politique énoncée à la page 2 de la présente note et dans le *Guide pour l'administration du Test provincial de compétences linguistiques – octobre 2001* de l'Office de la qualité et de la responsabilité en éducation (OQRE), dans le cas des élèves qui ont choisi de reprendre le test en octobre 2001 et qui l'ont réussi, la case « Réussi en français » du Relevé de notes de l'Ontario sera marquée d'un X. Toutefois, si ces élèves ont échoué au test d'octobre 2001, ils devaient le reprendre et le réussir afin d'être admissibles au DESO. (S'ils n'ont toujours pas réussi le TPCL, ils peuvent satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques en réussissant le CCLESO ou le processus décisionnel.) Lorsque les élèves ont satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques, on inscrira un X dans la case « Réussi en français » du Relevé de notes de l'Ontario des élèves.

Adaptations pour les élèves ayant des besoins particuliers qui participent au test

Textes législatifs et politique du ministère de l'Éducation

L'obligation des conseils scolaires et des écoles de fournir des adaptations aux élèves ayant des besoins particuliers est renforcée par les textes législatifs et la politique du ministère de l'Éducation.
Conformément au *Code des droits de la personne* de l'Ontario (1981), qui comprend des dispositions sur le devoir de faire des adaptations pour toutes les personnes ayant un handicap, les conseils scolaires ont la responsabilité de fournir les adaptations nécessaires pour permettre aux élèves qui ont des besoins particuliers de participer au milieu scolaire. Dans la circulaire ESO, on énonce ce qui suit : « On doit faire certaines adaptations pour que l'élève qui bénéficie de programmes et de services pour l'enfance en difficulté, et qui a un plan d'enseignement individualisé, soit en mesure de réussir, en toute équité, le test de compétences linguistiques. » Les adaptations nécessaires pour le Test provincial de compétences linguistiques peuvent représenter un défi; par conséquent, il faudra que la direction d'école les planifie judicieusement.

Pour être autorisé à se prévaloir d'adaptations pour passer le test, l'élève doit généralement avoir un PEI, qui décrit les adaptations requises. Les élèves qui ont un PEI ont habituellement été identifiés officiellement comme des élèves en difficulté par un comité d'identification, de placement et de révision (CIPR), mais il n'est pas nécessaire qu'un élève ait été identifié officiellement comme un élève en difficulté pour avoir un PEI.

Comme il est dit à la section 3.1.4 de la circulaire ESO, les conseils scolaires sont tenus d'offrir des programmes d'appoint (ou de rattrapage) aux élèves qui ne réussissent pas le test. Ces programmes devraient être conçus pour aider les élèves à améliorer leurs compétences afin qu'ils soient mieux préparés à reprendre le test. Par exemple, un conseil scolaire pourrait leur offrir le cours donnant droit à un crédit sur les stratégies d'apprentissage ou sur la compétence fonctionnelle en lecture et en écriture.

Pour de plus amples renseignements sur le TPCL, consultez la section 3.1.4 de la circulaire ESO.

Cours de compétences linguistiques des écoles secondaires de l'Ontario

En 2003, le ministère a élaboré le Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO). Ce cours est décrit dans le document de politique *Le curriculum de l'Ontario – Français : Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO), 12e année, 2003*[3]. On considère que les élèves qui réussissent ce cours ont satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques.

Les compétences en lecture et en écriture que mesure le TPCL constituent la base de l'enseignement et de l'évaluation du cours. Ce cours se distingue des autres cours en établissant des exigences spécifiques en matière d'évaluation afin que celui-ci soit conforme aux exigences du TPCL.

Pour l'année scolaire 2003-2004, les élèves qui avaient eu deux occasions de se présenter au TPCL et qui y avaient échoué au moins une fois étaient admissibles au CCLESO. Cependant, en juin 2004, cette politique a été modifiée pour donner à la direction d'école le pouvoir discrétionnaire de permettre à des élèves de s'inscrire au CCLESO avant qu'ils n'aient eu une deuxième occasion de se présenter au TPCL, si la direction d'école juge que ce serait dans l'intérêt de l'élève sur le plan éducatif.

Les adaptations indiquées dans le PEI des élèves doivent être mises à leur disposition durant tout le cours. Cependant, puisque l'atteinte des attentes du cours permet à l'élève de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques, aucune modification des attentes n'est permise.

Processus décisionnel

En juin 2004, le ministère a instauré un processus décisionnel. Désormais, les conseils scolaires peuvent constituer des comités décisionnels à la fin de l'année scolaire pour donner à certains élèves une autre chance de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques. Il s'agit des élèves qui seraient admissibles au diplôme en juin, mais qui, en raison de circonstances indépendantes de leur volonté, n'ont pu se présenter au TPCL ou n'ont pu s'inscrire au CCLESO ou le terminer en raison de circonstances imprévues. Sont également admissibles au processus décisionnel les élèves qui reçoivent des programmes ou des services à l'enfance en difficulté et qui ont un PEI prévoyant des adaptations auxquelles, en raison de circonstances imprévues, ils n'ont pas eu accès lorsqu'ils passaient le TPCL.

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[3] On peut se procurer ce document sous forme imprimée ou sur le site Web du ministère, à http://www.edu.gov.on.ca.

- les élèves qui visent l'obtention du DESO conformément au document *Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7^e à 12^e année et CPO) – La préparation au diplôme d'études secondaires de l'Ontario, édition revue, 1989* (la circulaire EOCIS);
- les élèves qui visent un diplôme antérieur, comme le Diplôme d'études secondaires (DES).

Moyens de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques

Test provincial de compétences linguistiques

Le Test provincial de compétences linguistiques (TPCL) est la méthode habituelle pour évaluer les compétences linguistiques des élèves de l'Ontario afin de déterminer si les élèves satisfont à la condition d'obtention du diplôme en matière de compétences linguistiques. Ce test permet de dépister les élèves qui démontrent les compétences linguistiques requises de même que ceux qui ne les démontrent pas et qui auront besoin d'étudier davantage. Il permet aussi de déterminer les aspects particuliers pour lesquels ces élèves auront besoin de programmes d'appoint (ou de rattrapage).

Les élèves qui visent l'obtention du DESO conformément à la circulaire ESO passent généralement le TPCL en 10^e année. Ceux qui ne se présentent pas au test pendant l'année qui suit celle où ils ont commencé leur 9^e année devront demander un report. Les reports doivent être accordés conformément aux politiques pertinentes énoncées à la section 3.1.4.1 de la circulaire ESO et dans la présente note.

Dans le cas des élèves qui ont commencé leur 9^e année en 1999-2000, la réussite du TPCL ne constitue pas une condition d'obtention du diplôme. Cependant, dans le cas des élèves qui ont participé à la mise à l'essai du Test de compétences linguistiques en 2000-2001 mais qui ont échoué et ont choisi de le reprendre en octobre 2001, la condition d'obtention du diplôme en matière de compétences linguistiques s'applique à eux.

Les élèves qui visent l'obtention du DESO conformément à la circulaire ESO et qui ne réussissent pas le TPCL ont la possibilité de le reprendre. Une fois que les élèves ont réussi le TPCL, ils ne peuvent pas le reprendre.

Les élèves participent au TPCL dans la langue d'enseignement de l'école où ils sont inscrits au moment où ce test est administré. Les conseils scolaires[1] devraient s'assurer que cette politique est communiquée aux élèves et aux parents[2] des élèves qui comptent passer du système scolaire de langue française au système scolaire de langue anglaise, ou vice versa, et qui n'ont pas encore satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques. On considère que l'élève qui a réussi le TPCL en français ou en anglais satisfait à cette condition; l'élève n'a donc pas à reprendre le test dans l'autre langue après son transfert.

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[1] Dans la présente note, les termes « conseils scolaires » et « conseils » désignent les conseils scolaires de district et les administrations scolaires.

[2] Dans la présente note, le terme « parents » désigne la mère, le père, la tutrice ou le tuteur.

Ontario

Ministère de l'Éducation

Politique/Programmes Note n° 127

Date d'émission : Le 13 octobre 2004

En vigueur : Jusqu'à abrogation
ou modification

Objet : CONDITION D'OBTENTION DU DIPLÔME EN MATIÈRE DE COMPÉTENCES LINGUISTIQUES DANS LES ÉCOLES SECONDAIRES

À l'attention de : Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directrices et directeurs des écoles secondaires
Directrices et directeurs des écoles élémentaires
Directrices et directeurs des écoles provinciales et des écoles d'application
Directrices et directeurs des écoles privées inspectées

Référence : La présente note remplace la note Politique/Programmes n° 127, *Test provincial de compétences linguistiques dans les écoles secondaires de langue française – adaptations, reports et exemptions*, du 5 octobre 2001.

Introduction

La présente note établit la politique concernant la condition d'obtention du diplôme en matière de compétences linguistiques dans les écoles secondaires.

Tous les élèves qui ont entrepris leur 9e année pendant l'année scolaire 2000-2001, ou pendant les années subséquentes, doivent satisfaire à la condition en matière de compétences linguistiques qui est énoncée dans *Les écoles secondaires de l'Ontario de la 9e à la 12e année – Préparation au diplôme d'études secondaires de l'Ontario, 1999* (la circulaire ESO) pour obtenir leur diplôme d'études secondaires de l'Ontario (DESO). La plupart des élèves satisferont à cette condition en réussissant le Test provincial de compétences linguistiques (TPCL) ou le Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO). Certains élèves pourraient être autorisés à satisfaire à cette condition en terminant avec succès un processus décisionnel spécial (voir page 3 de cette note).

La condition d'obtention du diplôme en matière de compétences linguistiques est fondée sur les attentes et les contenus d'apprentissage en lecture et en écriture énoncés dans le curriculum de l'Ontario jusqu'à la 9e année inclusivement. L'objectif est de déterminer si les élèves possèdent les habiletés requises en lecture et en écriture pour réussir à l'école, dans le monde du travail et dans la vie quotidienne.

Les élèves suivants ne sont pas tenus de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques :

- les élèves qui, selon leur plan d'enseignement individualisé (PEI), ne visent pas l'obtention du DESO et qui ont obtenu une exemption conformément à la section 3.1.4.1 de la circulaire ESO et à la présente note;

Ontario Ministry of Education

Policy/Program Memorandum No. 127

Date of Issue: October 13, 2004

Effective: Until revoked or modified

Subject: THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

Application:
Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Elementary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 127, "Ontario Secondary School Literacy Test in English-Language Secondary Schools – Accommodations, Deferrals, and Exemptions", October 5, 2001.

Introduction

This memorandum sets out policy with respect to the secondary school literacy graduation requirement.

All students who entered Grade 9 in the 2000–2001 school year, or in subsequent years, are required to meet the literacy graduation requirement outlined in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) in order to earn an Ontario Secondary School Diploma (OSSD). Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). Some students may be allowed to meet the requirement by successfully completing a special adjudication process (see page 3 of this memorandum).

The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life.

The following students are not required to meet the secondary school literacy graduation requirement:

- students who have an Individual Education Plan (IEP) that indicates that they are not working towards the OSSD, and who are granted an exemption in accordance with section 3.1.4.1 of OSS and this memorandum
- students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989* (OSIS)
- students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma

Ways of Meeting the Secondary School Literacy Graduation Requirement

Ontario Secondary School Literacy Test

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need remediation.

Students who are working towards the OSSD under OSS will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferrals in section 3.1.4.1 of OSS and in this memorandum.

For students who entered Grade 9 in 1999–2000, successful completion of the test is not a graduation requirement. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Students who are working towards an OSSD under OSS and who do not successfully complete the OSSLT will have opportunities to retake the test. Once students have successfully completed the literacy test, they may not retake it.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time of test administration. School boards[1] should ensure that this policy is made known to students and to the parents[2] of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French is considered to have met the literacy graduation requirement, and will not have to retake the test in the other language after transferring to the receiving school.

As stated in section 3.1.4 of OSS, school boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies or one on literacy skills for these students.

For more detailed information on the OSSLT, see OSS, section 3.1.4.

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[1] In this document, *school board(s)* and *board(s)* refer to district school boards and school authorities.

[2] In this document, *parent(s)* refers to parent(s) and guardian(s).

Ontario Secondary School Literacy Course

In 2003, the ministry developed the Ontario Secondary School Literacy Course (OSSLC). Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003.*[3] Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enrol in the OSSLC. However, in June 2004, policy was changed to grant principals the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

Accommodations specified in a student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Adjudication Process

In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

Recording of Results on the Ontario Student Transcript

A student's results on the OSSLT, in the OSSLC, or in the adjudication process will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box if the student has successfully completed the test, the course, or the adjudication process. "N/A" applies to students whose IEP indicates that they are not working towards the OSSD; to students who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

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[3] This document is available in print and on the ministry's website, at http://www.edu.gov.on.ca.

"N/A" will also normally apply to students who are working towards an OSSD under OSS and who entered Grade 9 in 1999–2000, whether or not they completed the test successfully in 2000–2001, since successful completion of the test is not a graduation requirement for them. However, for students who chose to retake the test in October 2001 and successfully completed the test, an "X" will be entered in the "Successfully Completed in English" box on the OST, in accordance with the policy stated on page 2 of this memorandum and with the *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* of the Education Quality and Accountability Office (EQAO). If these students did not complete the test successfully in October 2001, they were required to retake and successfully complete the OSSLT in order to be eligible to earn an OSSD. (Alternatively, if they have not yet successfully completed the OSSLT, they may meet the literacy graduation requirement by successfully completing the OSSLC or successfully completing the adjudication process.) Upon successful completion of the literacy graduation requirement, an "X" will be entered in the "Successfully Completed in English" box on the student's OST.

Accommodations for Students With Special Needs Who Are Taking the Test

Legislation and Ministry of Education Policy

The obligation of school boards and schools to provide accommodations for students with special needs is reinforced both by legislation and Ministry of Education policy. Under the Ontario Human Rights Code, 1981, which sets out provisions on the "duty to accommodate" all persons with disabilities, school boards have the responsibility to provide appropriate accommodations that will enable students with special needs to participate in the educational setting. OSS states: "The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test." Accommodations needed for the literacy test may be challenging to implement, and consequently careful planning will be required on the part of the principal.

To qualify for accommodations for taking the test, a student must normally have an IEP that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

Use of Terms

For the purposes of this memorandum, the following terms have the meanings outlined below.

"Students with special needs" are students with an IEP who may or may not have been identified as "exceptional pupils" through the IPRC process, and who are receiving special education programs and services. An IEP *must* be developed for students who have been identified as exceptional by an IPRC. An IEP *may* be developed for students who have not been identified as exceptional by an IPRC, but who are receiving special education programs and/or services.[4]

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[4] See OSS, section 5.4, and *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000,* p. 5.

“Modifications” are changes to content and to performance criteria. Modifications to the OSSLT are not permitted because they would affect the validity and reliability of the test.

“Accommodations” are forms of support and services that enable students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change only *the way* in which the test is administered or *the way* in which the person tested responds to the components of the test. They do not alter the content of the test or affect the validity or reliability of the test.

Procedures for Making Accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents, and appropriate staff (including special education and professional support services staff, where appropriate);
- be made prior to the taking of the OSSLT;
- take into consideration all accommodations included in the student’s IEP that are also permitted in accordance with this memorandum and with the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* (see section below);
- be clearly communicated in writing to the parents or adult student in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Information Form provided by the EQAO.

Permitted Accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the OSSLT may take several forms. In each case, the accommodation used must normally be specified in the student’s IEP. Details about the accommodations that may be provided and the process for seeking accommodations are outlined in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*. This document can be accessed by visiting the EQAO website, at www.eqao.com, or obtained by writing to the following address:

Education Quality and Accountability Office
2 Carlton Street
Suite 1200
Toronto ON M5B 2M9

Accommodations that will be permitted include the following:

1. adjustments to the environment in which the test is administered
2. adjustments in the time allowed for the test
3. changes/adjustments to the format of the test (e.g., alternative forms of print)
4. changes/adjustments to the format of responses

For example, reading aloud of the questions in the writing component of the test is a permitted accommodation for students who have this specified as an accommodation in their IEP. However, reading aloud of the questions in the reading component of the test is *not permitted* as an accommodation, because the ability to read questions unassisted is an integral part of what is being measured in the reading component.

Such forms of support as the following are also *not permitted* as accommodations, since they would affect the validity of the test: clarifying test questions for students by rewording or explaining them; answering students' questions during the test or providing additional information; and allowing discussion prior to the performance of writing tasks.

Note that clarification of instructions for both the reading and the writing components of the test is permitted for all students *before the commencement* of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with this memorandum and with the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*, the principal must ensure that the accommodation is available to the student during the test.

Accommodations other than those listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* will be given consideration by the EQAO upon receipt of a request, as outlined in the section below.

See the appendix for more information on the human resources required for the implementation of accommodations for students with special needs.

Requests for Special Consideration of Accommodations

1. Accommodations that are listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO guide, one of the following procedures applies, as appropriate:

a) If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.
b) If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

c) If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test, the principal may grant permission for the use of any appropriate accommodations that are permitted in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

For students in approved education programs in care, treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in independent schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

2. Accommodations that are not listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies a need for an accommodation that is not listed in the EQAO guide or involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to the principal. The principal may grant the deferral.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.

- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the EQAO.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR).

Exemptions From the Test

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

If a student does not successfully complete the OSSLT, the OSSLC, or the adjudication process, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- The principal of the school will ensure that an IEP is developed for the student in consultation with the parents and the student, if the student is 16 years of age or older, in accordance with Regulation 181/98.
- The IEP will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.
- Where the IEP indicates that the student is not working towards the OSSD, the student may be granted an exemption from writing the OSSLT by the school principal.
- The principal will make his or her decision in consultation with the parent or adult student, and the final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test but the parent or adult student disagrees with this decision, the student must be allowed to write the test. Where the principal decides that the student should write the test but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and services is to take the test, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test. The necessary accommodations will be provided in accordance with this memorandum, section 3.1.4.1 of OSS, and the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.

All documentation related to the decision to grant an exemption from taking the test must be kept in the student's Ontario Student Record (OSR).

Appendix – Human resources required for the implementation of accommodations for students with special needs who take the Ontario Secondary School Literacy Test

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the following guidelines be followed.

- The role of individuals who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.

- These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

- It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative.

- All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the Ontario Secondary School Literacy Test as the teachers and principals involved in its administration.

- The role of the scribe is to write – by hand or using a typewriter or computer – the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
  - must *not* give any assistance or suggestions relating to the content of the test;
  - must *not* give advice related to the order of the questions or the time to be spent on them;
  - must write, by hand or using a typewriter or computer, the student's answers *exactly as they are dictated by the student*;
  - may read back what has been recorded at the student's request;
  - may enter student responses to multiple-choice questions on the Student Answer Sheet;
  - must adhere to the EQAO policy on the duty to report child abuse, as provided in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.*

- Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

Ontario

Ministère de l'Éducation

Politique/Programmes
Note n° 127

Date d'émission : Le 13 octobre 2004

En vigueur : Jusqu'à abrogation ou modification

Objet : CONDITION D'OBTENTION DU DIPLÔME EN MATIÈRE DE COMPÉTENCES LINGUISTIQUES DANS LES ÉCOLES SECONDAIRES

À l'attention de : Directrices et directeurs de l'éducation
Secrétaires des administrations scolaires
Directrices et directeurs des écoles secondaires
Directrices et directeurs des écoles élémentaires
Directrices et directeurs des écoles provinciales et des écoles d'application
Directrices et directeurs des écoles privées inspectées

Référence : La présente note remplace la note Politique/Programmes n° 127, *Test provincial de compétences linguistiques dans les écoles secondaires de langue française – adaptations, reports et exemptions*, du 5 octobre 2001.

Introduction

La présente note établit la politique concernant la condition d'obtention du diplôme en matière de compétences linguistiques dans les écoles secondaires.

Tous les élèves qui ont entrepris leur 9e année pendant l'année scolaire 2000-2001, ou pendant les années subséquentes, doivent satisfaire à la condition en matière de compétences linguistiques qui est énoncée dans *Les écoles secondaires de l'Ontario de la 9e à la 12e année – Préparation au diplôme d'études secondaires de l'Ontario, 1999* (la circulaire ESO) pour obtenir leur diplôme d'études secondaires de l'Ontario (DESO). La plupart des élèves satisferont à cette condition en réussissant le Test provincial de compétences linguistiques (TPCL) ou le Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO). Certains élèves pourraient être autorisés à satisfaire à cette condition en terminant avec succès un processus décisionnel spécial (voir page 3 de cette note).

La condition d'obtention du diplôme en matière de compétences linguistiques est fondée sur les attentes et les contenus d'apprentissage en lecture et en écriture énoncés dans le curriculum de l'Ontario jusqu'à la 9e année inclusivement. L'objectif est de déterminer si les élèves possèdent les habiletés requises en lecture et en écriture pour réussir à l'école, dans le monde du travail et dans la vie quotidienne.

Les élèves suivants ne sont pas tenus de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques :

- les élèves qui, selon leur plan d'enseignement individualisé (PEI), ne visent pas l'obtention du DESO et qui ont obtenu une exemption conformément à la section 3.1.4.1 de la circulaire ESO et à la présente note;

- les élèves qui visent l'obtention du DESO conformément au document *Les écoles de l'Ontario aux cycles intermédiaire et supérieur (7^e à 12^e année et CPO) – La préparation au diplôme d'études secondaires de l'Ontario, édition revue, 1989* (la circulaire EOCIS);
- les élèves qui visent un diplôme antérieur, comme le Diplôme d'études secondaires (DES).

Moyens de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques

Test provincial de compétences linguistiques

Le Test provincial de compétences linguistiques (TPCL) est la méthode habituelle pour évaluer les compétences linguistiques des élèves de l'Ontario afin de déterminer si les élèves satisfont à la condition d'obtention du diplôme en matière de compétences linguistiques. Ce test permet de dépister les élèves qui démontrent les compétences linguistiques requises de même que ceux qui ne les démontrent pas et qui auront besoin d'étudier davantage. Il permet aussi de déterminer les aspects particuliers pour lesquels ces élèves auront besoin de programmes d'appoint (ou de rattrapage).

Les élèves qui visent l'obtention du DESO conformément à la circulaire ESO passent généralement le TPCL en 10^e année. Ceux qui ne se présentent pas au test pendant l'année qui suit celle où ils ont commencé leur 9^e année devront demander un report. Les reports doivent être accordés conformément aux politiques pertinentes énoncées à la section 3.1.4.1 de la circulaire ESO et dans la présente note.

Dans le cas des élèves qui ont commencé leur 9^e année en 1999-2000, la réussite du TPCL ne constitue pas une condition d'obtention du diplôme. Cependant, dans le cas des élèves qui ont participé à la mise à l'essai du Test de compétences linguistiques en 2000-2001 mais qui ont échoué et ont choisi de le reprendre en octobre 2001, la condition d'obtention du diplôme en matière de compétences linguistiques s'applique à eux.

Les élèves qui visent l'obtention du DESO conformément à la circulaire ESO et qui ne réussissent pas le TPCL ont la possibilité de le reprendre. Une fois que les élèves ont réussi le TPCL, ils ne peuvent pas le reprendre.

Les élèves participent au TPCL dans la langue d'enseignement de l'école où ils sont inscrits au moment où ce test est administré. Les conseils scolaires[1] devraient s'assurer que cette politique est communiquée aux élèves et aux parents[2] des élèves qui comptent passer du système scolaire de langue française au système scolaire de langue anglaise, ou vice versa, et qui n'ont pas encore satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques. On considère que l'élève qui a réussi le TPCL en français ou en anglais satisfait à cette condition; l'élève n'a donc pas à reprendre le test dans l'autre langue après son transfert.

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[1] Dans la présente note, les termes « conseils scolaires » et « conseils » désignent les conseils scolaires de district et les administrations scolaires.

[2] Dans la présente note, le terme « parents » désigne la mère, le père, la tutrice ou le tuteur.

Comme il est dit à la section 3.1.4 de la circulaire ESO, les conseils scolaires sont tenus d'offrir des programmes d'appoint (ou de rattrapage) aux élèves qui ne réussissent pas le test. Ces programmes devraient être conçus pour aider les élèves à améliorer leurs compétences afin qu'ils soient mieux préparés à reprendre le test. Par exemple, un conseil scolaire pourrait leur offrir le cours donnant droit à un crédit sur les stratégies d'apprentissage ou sur la compétence fonctionnelle en lecture et en écriture.

Pour de plus amples renseignements sur le TPCL, consultez la section 3.1.4 de la circulaire ESO.

Cours de compétences linguistiques des écoles secondaires de l'Ontario

En 2003, le ministère a élaboré le Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO). Ce cours est décrit dans le document de politique *Le curriculum de l'Ontario – Français : Cours de compétences linguistiques des écoles secondaires de l'Ontario (CCLESO), 12^{e} année, 2003*[3]. On considère que les élèves qui réussissent ce cours ont satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques.

Les compétences en lecture et en écriture que mesure le TPCL constituent la base de l'enseignement et de l'évaluation du cours. Ce cours se distingue des autres cours en établissant des exigences spécifiques en matière d'évaluation afin que celui-ci soit conforme aux exigences du TPCL.

Pour l'année scolaire 2003-2004, les élèves qui avaient eu deux occasions de se présenter au TPCL et qui y avaient échoué au moins une fois étaient admissibles au CCLESO. Cependant, en juin 2004, cette politique a été modifiée pour donner à la direction d'école le pouvoir discrétionnaire de permettre à des élèves de s'inscrire au CCLESO avant qu'ils n'aient eu une deuxième occasion de se présenter au TPCL, si la direction d'école juge que ce serait dans l'intérêt de l'élève sur le plan éducatif.

Les adaptations indiquées dans le PEI des élèves doivent être mises à leur disposition durant tout le cours. Cependant, puisque l'atteinte des attentes du cours permet à l'élève de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques, aucune modification des attentes n'est permise.

Processus décisionnel

En juin 2004, le ministère a instauré un processus décisionnel. Désormais, les conseils scolaires peuvent constituer des comités décisionnels à la fin de l'année scolaire pour donner à certains élèves une autre chance de satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques. Il s'agit des élèves qui seraient admissibles au diplôme en juin, mais qui, en raison de circonstances indépendantes de leur volonté, n'ont pu se présenter au TPCL ou n'ont pu s'inscrire au CCLESO ou le terminer en raison de circonstances imprévues. Sont également admissibles au processus décisionnel les élèves qui reçoivent des programmes ou des services à l'enfance en difficulté et qui ont un PEI prévoyant des adaptations auxquelles, en raison de circonstances imprévues, ils n'ont pas eu accès lorsqu'ils passaient le TPCL.

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[3] On peut se procurer ce document sous forme imprimée ou sur le site Web du ministère, à http://www.edu.gov.on.ca.

Inscription des résultats dans le Relevé de notes de l'Ontario

Les résultats de l'élève au TPCL, au CCLESO ou au processus décisionnel seront inscrits sur le Relevé de notes de l'Ontario. La case « Réussi en français » sera marquée d'un X si l'élève a réussi le test, le cours ou le processus décisionnel. La mention SO (sans objet) s'applique aux élèves qui, selon leur PEI, ne visent pas l'obtention du DESO, et aux élèves qui visent l'obtention du DESO conformément à la circulaire EOCIS ou qui visent un diplôme antérieur, comme le Diplôme d'études secondaires (DES).

La mention SO s'appliquera aussi aux élèves qui visent l'obtention du DESO conformément à la circulaire ESO et qui ont entrepris leur 9^{e} année en 1999-2000, qu'ils aient ou non réussi le test en 2000-2001, puisque la réussite du test ne constitue pas dans leur cas une condition d'obtention du diplôme. Cependant, conformément à la politique énoncée à la page 2 de la présente note et dans le *Guide pour l'administration du Test provincial de compétences linguistiques – octobre 2001* de l'Office de la qualité et de la responsabilité en éducation (OQRE), dans le cas des élèves qui ont choisi de reprendre le test en octobre 2001 et qui l'ont réussi, la case « Réussi en français » du Relevé de notes de l'Ontario sera marquée d'un X. Toutefois, si ces élèves ont échoué au test d'octobre 2001, ils devaient le reprendre et le réussir afin d'être admissibles au DESO. (S'ils n'ont toujours pas réussi le TPCL, ils peuvent satisfaire à la condition d'obtention du diplôme en matière de compétences linguistiques en réussissant le CCLESO ou le processus décisionnel.) Lorsque les élèves ont satisfait à la condition d'obtention du diplôme en matière de compétences linguistiques, on inscrira un X dans la case « Réussi en français » du Relevé de notes de l'Ontario des élèves.

Adaptations pour les élèves ayant des besoins particuliers qui participent au test

Textes législatifs et politique du ministère de l'Éducation

L'obligation des conseils scolaires et des écoles de fournir des adaptations aux élèves ayant des besoins particuliers est renforcée par les textes législatifs et la politique du ministère de l'Éducation.
Conformément au *Code des droits de la personne* de l'Ontario (1981), qui comprend des dispositions sur le devoir de faire des adaptations pour toutes les personnes ayant un handicap, les conseils scolaires ont la responsabilité de fournir les adaptations nécessaires pour permettre aux élèves qui ont des besoins particuliers de participer au milieu scolaire. Dans la circulaire ESO, on énonce ce qui suit : « On doit faire certaines adaptations pour que l'élève qui bénéficie de programmes et de services pour l'enfance en difficulté, et qui a un plan d'enseignement individualisé, soit en mesure de réussir, en toute équité, le test de compétences linguistiques. » Les adaptations nécessaires pour le Test provincial de compétences linguistiques peuvent représenter un défi; par conséquent, il faudra que la direction d'école les planifie judicieusement.

Pour être autorisé à se prévaloir d'adaptations pour passer le test, l'élève doit généralement avoir un PEI, qui décrit les adaptations requises. Les élèves qui ont un PEI ont habituellement été identifiés officiellement comme des élèves en difficulté par un comité d'identification, de placement et de révision (CIPR), mais il n'est pas nécessaire qu'un élève ait été identifié officiellement comme un élève en difficulté pour avoir un PEI.

Usage de certains termes

Les définitions suivantes s'appliquent à la présente note.

Les « élèves ayant des besoins particuliers » sont des élèves ayant un PEI qui peuvent ou non avoir été identifiés comme des élèves en difficulté par un CIPR et qui reçoivent un programme d'enseignement ou des services à l'enfance en difficulté. Un PEI *doit* être élaboré pour les élèves identifiés comme des élèves en difficulté par un CIPR. Un PEI *peut* être élaboré pour les élèves qui n'ont pas été identifiés comme étant en difficulté par un CIPR, mais qui reçoivent un programme d'enseignement ou des services à l'enfance en difficulté[4].

Les « modifications » sont des changements apportés au contenu et aux critères de rendement. Le TPCL ne peut faire l'objet de modifications, car cela compromettrait sa validité et sa fiabilité.

Les « adaptations » sont des mesures de soutien et des services qui permettent aux élèves ayant des besoins particuliers de démontrer leurs compétences relativement aux habiletés mesurées par le test. Les adaptations changent uniquement *la façon* dont on fait passer le test ou *la manière* dont l'élève qui participe au test répond aux composantes du test. Les adaptations ne changent pas le contenu du test ni n'altèrent sa validité ou sa fiabilité.

Processus pour effectuer des adaptations

Il importe de suivre certains processus de base pour planifier et effectuer les adaptations afin qu'elles puissent aider l'élève le plus possible. Les décisions concernant les adaptations doivent :

- être prises en fonction de chaque élève;
- être prises par la direction d'école, en consultation avec l'élève, les parents et les membres du personnel concernés (y compris le personnel de l'éducation de l'enfance en difficulté et le personnel des services de soutien professionnels, le cas échéant);
- être prises avant l'administration du TPCL;
- tenir compte de toutes les adaptations énoncées dans le PEI de l'élève qui sont autorisées dans la présente note et le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE (voir la section suivante);
- être clairement communiquées par écrit aux parents et à l'élève adulte avant la date fixée pour le test;
- être consignées, avec tous les détails pertinents, dans le formulaire de renseignements sur l'élève fourni par l'OQRE.

Adaptations autorisées

Les adaptations pouvant être nécessaires pour donner aux élèves ayant des besoins particuliers le plus de chances possible de réussir le TPCL se présentent sous diverses formes. Dans chaque cas, l'adaptation habituellement utilisée doit être précisée dans le PEI de l'élève. On peut obtenir de plus amples renseignements sur les adaptations pouvant être offertes et sur le processus de demande d'adaptations dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE. Ce document est affiché sur le site Web de l'OQRE à www.eqao.com; on peut en obtenir un exemplaire en écrivant à l'adresse suivante :

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[4] Voir la section 5.4 de la circulaire ESO et le *Plan d'enseignement individualisé - Normes pour l'élaboration, la planification des programmes et la mise en œuvre, 2000*, p. 5.

Office de la qualité et de la responsabilité en éducation
2, rue Carlton
Bureau 1200
Toronto ON M5B 2M9

Les adaptations autorisées sont les suivantes :

1. Ajustement de l'environnement où le test est administré
2. Ajustement du temps alloué pour le test
3. Ajustement du format du test (p. ex., une autre forme de caractères)
4. Ajustement de la façon de présenter les réponses

Par exemple, il est permis de lire à haute voix les questions de la composante écriture aux élèves dont le PEI précise cette adaptation. Cependant, *il est interdit de lire* à haute voix les questions de la composante lecture, car celle-ci vise à déterminer la capacité des élèves à lire des questions sans aide.

Les adaptations suivantes sont également *interdites*, car elles compromettraient la validité du test : éclaircir les questions en les reformulant ou en les expliquant; répondre aux questions des élèves ou leur fournir des renseignements supplémentaires pendant le test; permettre aux élèves de discuter avant les tâches d'écriture.

Soulignons qu'il est permis d'expliquer les directives à tous les élèves pour la composante lecture et la composante écriture *avant le début* du test. De tels éclaircissements ne sont pas considérés comme étant une adaptation.

Si une adaptation inscrite dans le PEI de l'élève est également autorisée dans la présente note et dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE, la direction d'école doit veiller à ce que l'élève puisse se prévaloir de cette adaptation lors du test.

L'OQRE prendra en considération les demandes en vue d'obtenir une adaptation autre que celles qui sont énumérées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions*, comme il est indiqué à la section suivante.

Veuillez consulter l'annexe pour de plus amples renseignements sur les ressources humaines requises pour la mise en œuvre des adaptations à l'intention des élèves ayant des besoins particuliers.

Demandes spéciales d'adaptations

1. Adaptations indiquées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE

Lorsque les parents, l'élève adulte ou la direction d'école jugent nécessaire une adaptation figurant dans le guide de l'OQRE, l'une ou l'autre des démarches suivantes s'applique, selon le cas :

a) Si l'adaptation n'est pas décrite dans le PEI de l'élève, les parents, l'élève adulte ou la direction d'école peuvent demander à l'agente ou l'agent de supervision compétent de l'examiner. La décision de l'agente ou l'agent est sans appel.
b) Si l'élève n'a pas de PEI parce qu'il a été récemment transféré d'une école d'un autre territoire de compétence, les parents, l'élève adulte ou la direction d'école peuvent présenter une demande d'adaptation à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.
c) Dans le cas d'un élève qui, d'habitude, ne nécessite pas d'adaptation mais qui en a besoin à cause d'un état temporaire, la direction d'école peut permettre toute adaptation appropriée qui est autorisée dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE. Si la direction d'école juge qu'il est impossible d'accorder à l'élève une adaptation qui lui permettra de participer au test, il faudrait alors envisager la possibilité d'un report. Lorsque l'élève adulte ou les parents rejettent la décision prise par la direction d'école, ils peuvent en appeler auprès de l'agente ou l'agent de supervision compétent. Sa décision est sans appel.

Dans le cas des élèves des écoles provinciales et des écoles d'application, la demande doit être adressée à la surintendante ou au surintendant compétent, dont la décision est sans appel.

Pour les élèves inscrits à des programmes éducatifs approuvés dans un établissement de soins, de traitement, de garde ou de services correctionnels, la demande doit être adressée à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.

Pour les élèves des écoles indépendantes et autochtones, la demande doit être adressée à la directrice principale ou au directeur principal de l'évaluation de l'OQRE, dont la décision est sans appel.

2. Adaptations non indiquées dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE

Les parents, l'élève adulte ou la direction d'école qui jugent nécessaire une adaptation qui ne figure pas dans le guide de l'OQRE, ou qui ferait en sorte que plus du double du temps habituellement alloué pour le test serait accordé à l'élève, doivent, si cette adaptation est conforme à la définition d'une adaptation donnée dans le guide et si elle est décrite dans le PEI de l'élève, présenter leur demande à la directrice principale ou au directeur principal de l'évaluation de l'OQRE, dont la décision est sans appel.

Reports du test

Les reports visent les élèves qui n'ont pas encore atteint le niveau de maîtrise requis en français pour réussir le test. Il peut s'agir d'élèves identifiés comme des élèves en difficulté, d'élèves qui suivent des cours d'actualisation linguistique en français ou de perfectionnement du français (ALF/PDF) ou encore d'élèves qui n'ont pas réussi à atteindre les attentes prévues pour la 9^{e} année en lecture et en écriture. On peut aussi accorder un report aux élèves qui ne sont pas en mesure de passer le test au moment prévu, pour des raisons de maladie, de blessure ou d'autres circonstances semblables. Dans ces cas, il faut soumettre à la direction d'école les documents nécessaires.

Les reports sont accordés au cas par cas. Les modalités suivantes devraient être respectées :

- La demande pour un report peut être présentée par les parents ou l'élève adulte. On adresse la demande par écrit à la direction d'école, qui autorise les reports.
- La direction d'école peut aussi prendre l'initiative d'étudier la possibilité d'un report en consultation avec les parents ou l'élève adulte.
- La direction d'école prend sa décision en consultation avec les parents ou l'élève adulte et le personnel scolaire concerné. En cas de désaccord, les parents ou l'élève adulte peuvent demander à l'agente ou l'agent de supervision compétent de réexaminer la question. Sa décision est sans appel.
- Le test sera reporté au plus tard à la prochaine date prévue pour la tenue du test. Les élèves qui ont obtenu un report passeront donc le test à la prochaine date prévue pour le test selon le calendrier établi par l'OQRE.
- Si un autre report s'impose, la direction d'école doit étudier la situation en consultation avec les parents ou l'élève adulte et le personnel scolaire concerné. Il n'y a pas de limite au nombre de reports possibles, mais les élèves doivent être informés que les reports auront pour effet de limiter de plus en plus les possibilités de reprendre le test et que la réussite du test, du CCLESO ou du processus décisionnel est une condition d'obtention du diplôme. Il faudrait encourager les élèves à passer le test afin que l'école ait une indication de leurs points forts et de leurs besoins et qu'elle puisse élaborer un programme ou des mesures de soutien appropriés pour les aider à se préparer à passer le test.
- Tous les documents relatifs à la décision autorisant un report doivent être versés au Dossier scolaire de l'Ontario (DSO) de l'élève.

Exemptions

Pour avoir droit à une exemption, l'élève doit avoir un PEI. Le PEI doit comprendre la documentation justifiant l'exemption pour le TPCL et indiquer clairement que l'élève n'étudie pas en vue d'obtenir le DESO. Le consentement des parents et l'approbation de la direction d'école sont nécessaires pour accorder une exemption.

L'élève qui ne réussit pas le TPCL, le CCLESO ou le processus décisionnel ne pourra pas obtenir le DESO.

Les exemptions doivent être accordées au cas par cas. Les modalités suivantes devraient être respectées :

- La direction d'école s'assurera qu'un PEI est élaboré pour l'élève en consultation avec les parents et l'élève, s'il a 16 ans ou plus, conformément au Règlement 181/98.
- Le PEI établit les attentes d'apprentissage de l'élève, lesquelles indiquent si l'élève étudie ou non dans le but d'obtenir le DESO.
- Si le PEI indique que l'élève ne vise pas l'obtention du DESO, la direction d'école peut le dispenser de passer le TPCL.
- Après avoir consulté les parents ou l'élève adulte, la direction d'école prendra une décision qu'elle devra leur communiquer par écrit dans le cadre du processus d'élaboration du PEI.
- Si la direction d'école estime qu'il y a lieu de dispenser l'élève de l'obligation de passer le test mais si les parents ou l'élève adulte ne sont pas d'accord, il faut autoriser l'élève à passer le test. Lorsque la direction d'école décide que l'élève devrait passer le test mais que les parents ou l'élève adulte s'y opposent, la question sera soumise à l'agente ou l'agent de supervision compétent, dont la décision est sans appel.
- Lorsque la possibilité d'une exemption n'est pas retenue et que l'élève ayant un PEI et recevant un programme d'enseignement et des services à l'enfance en difficulté passera le test, la direction d'école doit s'assurer que cet élève peut, en toute équité, réussir le test. Les adaptations nécessaires lui seront fournies conformément à la présente note, à la section 3.1.4.1 de la circulaire ESO et au *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE.
- Si les attentes d'apprentissage figurant dans le PEI sont révisées de façon que l'élève étudie désormais en vue d'obtenir le DESO, il lui faudra réussir le TPCL, le CCLESO ou le processus décisionnel pour l'obtenir.

Toute la documentation concernant la décision d'accorder une exemption doit être versée au Dossier scolaire de l'Ontario (DSO) de l'élève.

Annexe : Ressources humaines requises pour la mise en œuvre des adaptations à l'intention des élèves ayant des besoins particuliers qui passent le Test provincial de compétences linguistiques

Toute personne qui prête son concours à la mise en œuvre des adaptations pour un ou plusieurs élèves et qui ne fait pas partie du personnel enseignant doit travailler sous la supervision directe d'une enseignante ou d'un enseignant. Seules des personnes adultes qui ne sont pas apparentées aux élèves qui passent le test peuvent leur prêter assistance dans cette situation. Il est important que ces personnes reçoivent une formation et qu'elles suivent les directives suivantes.

- Le rôle des personnes qui apportent leur aide à la mise en œuvre des adaptations pour les élèves ayant des besoins particuliers est de s'assurer que les élèves sont bien supervisés durant le test et que les adaptations sont appliquées de façon appropriée.

- Ces personnes ne doivent pas fournir aux élèves une aide qui risquerait de compromettre la validité du test, c'est-à-dire qu'elles ne peuvent pas aider les élèves à comprendre les questions ou à formuler leurs réponses, ni leur donner des directives ou des suggestions (p. ex., des suggestions sur la façon de répartir le travail selon le temps accordé) qui ne sont pas données à tous les élèves qui passent le test.

- Il est généralement utile que la personne qui aide à la mise en œuvre des adaptations soit connue de l'élève. Comme nous l'avons déjà dit, elle ne doit cependant pas avoir de lien de parenté avec l'élève.

- Tous les membres du personnel non enseignant qui contribuent à la mise en œuvre des adaptations sont tenus de respecter les mêmes conditions de sécurité et directives sur l'administration que les membres du personnel enseignant et de la direction d'école s'occupant de l'administration du Test provincial de compétences linguistiques.

- Le rôle du transcripteur est d'écrire, à la main ou à l'aide d'une machine à écrire ou d'un ordinateur, les réponses que lui dicte l'élève. Les transcripteurs ne doivent jamais aider les élèves à formuler leurs réponses aux questions. Durant le test, les transcripteurs :
  - ne doivent *pas* apporter une aide ou donner des suggestions sur le contenu du test;
  - ne doivent *pas* donner de conseils sur l'ordre des questions ou sur la répartition du temps;
  - doivent écrire, à la main ou à l'aide d'une machine à écrire ou d'un ordinateur, les réponses de l'élève *exactement comme les lui dicte l'élève*;
  - peuvent relire à l'élève ce qu'ils ont transcrit, à la demande de l'élève;
  - peuvent inscrire les réponses de l'élève aux questions à choix multiple sur la feuille-réponses de l'élève;
  - doivent respecter la politique de l'OQRE sur l'obligation de signaler les mauvais traitements infligés à un enfant, telle qu'elle est énoncée dans le *Guide relatif aux adaptations, aux dispositions particulières, aux reports et aux exemptions* de l'OQRE.

- Dans le cas des élèves ayant des difficultés graves de l'attention, il est permis d'avoir recours à des aides dont le seul rôle est de ramener l'attention de l'élève sur le test lorsque celui-ci est distrait. On considère que ces aides contribuent au processus d'une façon qui ne peut pas remettre en cause l'intégrité ou la validité du rendement de l'élève au test. L'OQRE fournira davantage de renseignements à ce sujet.

A student's results on the provincial secondary school literacy test will be recorded on the Ontario Student Transcript. An "X" will be entered in the "Successfully Completed in English" box if the student has successfully completed the test. "N/A" applies to students whose Individual Education Plan (IEP) states that they are not working towards the OSSD; to students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989* (OSIS); and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

"N/A" will also apply to students who are in Grade 10 in 2000–2001, since the test is not a graduation requirement for them.

Remedial assistance

As stated in section 3.1.4 of OSS, school boards are required to provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit (optional) course on learning strategies or one on literacy skills for these students.

Although students in Grade 10 in 2000–2001 who do not complete the test successfully will not have to retake the test, school boards are required to provide remedial assistance for them.

Accommodations for Students With Special Needs

Legislation and Ministry of Education policy

The obligation of school boards and schools to provide accommodations for students with special needs is reinforced both by legislation and Ministry of Education policy. The Ontario Human Rights Code makes reference to the "duty to accommodate" all persons with disabilities by making the necessary provisions for their needs. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* states: "The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test."

Students qualifying for accommodations may or may not have been formally identified as "exceptional pupils" by an Identification, Placement, and Review Committee (IPRC).

Use of terms

"Students with special needs" are defined as students with an Individual Education Plan (IEP) who may or may not have been identified as "exceptional pupils" through the Identification, Placement, and Review Committee (IPRC) process.

"Accommodations" are supports and services that enable students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change *the manner* in which the test is administered or *the manner* in which the person tested responds to the various components of the test without altering the essential purpose and

content of the test or affecting the meaning and validity of the test results.

"Modifications" are supports and services that differ from accommodations in that they actually alter the meaning of the test results by changing the level of difficulty of the test. Such supports and services include adaptations/alterations of the test content and teacher assistance in the form of clarification or explanation of parts of the test.

Procedures for making accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents[1], and appropriate staff (including special education resource services staff, where appropriate);
- be made prior to the taking of the literacy test;
- take into consideration all accommodations included in the student's IEP that are also permitted by the Education Quality and Accountability Office (EQAO) (see section below);
- be clearly communicated in writing to the student and parents in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Information Form provided by the EQAO.

Permitted accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the secondary school literacy test may take several forms. In each case, the accommodation used must be specified in the student's IEP. Details about the accommodations that may be provided and the process for seeking accommodations, as well as the forms to be completed, are available from the EQAO, at the following address:

Education Quality and Accountability Office
2 Carlton Street
Suite 1200
Toronto ON M5B 2M9

Accommodations that will be permitted include the following:

1. Adjustments to the environment in which the test is administered
2. Adjustments in the time allowed for the test
3. Changes/adjustments to the format of the test (e.g., alternative forms of print)
4. Changes/adjustments to the format of responses

Accommodations other than those listed above will be given consideration by the EQAO upon receipt of a request in writing (see last paragraph under "Requests for special consideration of accommodations" below).

Students who use a keyboard to complete the test will be permitted to use the spell-check feature of the program they are using.

See the appendix for more information on the human resources required for the implementation of accommodations for students with special needs.

Requests for special consideration of accommodations

There are two situations in which a parent or principal may find it necessary to make a special request for the consideration of accommodations other than those specified for a student with special needs. These are: (1) situations in which there is a disagreement over the provision of accommodations, and (2) situations that involve accommodations that are not covered by the policy outlined in OSS and in this memorandum. The following procedures should be applied in the two situations.

1. When a parent requests an accommodation that is described in the Grade 10 literacy test accommodations policy outlined in OSS and in this memorandum but the school is unwilling to provide the accommodation, the parent must make the request, in writing, to the appropriate supervisory officer.
2. When a parent and/or principal decides that an accommodation should be provided that is not dealt with in this memorandum but that conforms to the definition of "accommodation" given in this memorandum and is consistent with an accommodation in a student's IEP, the request must be made, in writing, to the Chief Assessment Officer of the Education Quality and Accountability Office.

Deferrals

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in achieving the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time due to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to and granted by the principal.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final. All documentation related to the decision must be kept in the Ontario Student Record (OSR).

- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the Education Quality and Accountability Office (EQAO). The test will normally be administered twice in a school year.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or supports to prepare them for their next attempt.

Exemptions

To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the secondary school literacy test and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

If a student does not successfully complete the literacy test, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- The principal of the school will ensure that an IEP is developed for the student in consultation with the parents and the student, if the student is 16 years of age or older, in accordance with Regulation 181/98.
- The IEP will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.
- Where the IEP indicates that the student is not working towards the OSSD, the student may be granted an exemption from writing the secondary school literacy test by the school principal.
- The principal will make his/her decision in consultation with the parent, and the final decision must be communicated in writing to the parent as part of the IEP development process. A copy of this communication must be retained in the student's OSR.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test but the parent or adult student disagrees with this decision, the student must be allowed to write the test. Where the principal decides that the student should write the test but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and services is to take the test, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test. The necessary accommodations will be provided in accordance with the policy described in OSS, section 3.1.4.1, and direction provided by the EQAO.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the

secondary school literacy test in order to be eligible to receive the diploma.

Appendix: Human resources required for the implementation of accommodations for students with special needs

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the following guidelines be followed.

- The role of individuals who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.

- These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

- It is generally an advantage if the person who assists with the implementation of accommodations is known to the student. However, as noted above, the person must not be a relative.

- All non-teaching personnel providing assistance with the implementation of accommodations will be required to sign a confidentiality agreement and will be required to adhere to the same security provisions and other guidelines for the administration of the Grade 10 provincial literacy test as the teachers and principals involved in its administration.

- The role of the scribe is to write – by hand or using a typewriter or computer – the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
    - must *not* give any assistance or suggestions relating to the content of the test;
    - must *not* give advice related to the order of the questions or the time to be spent on them;
    - must write, by hand or using a typewriter or computer, the student's answers *exactly as they are dictated by the student*;
    - may read back what has been recorded at the student's request.

- Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

(1) In this document, "parents" refers to parent(s) and guardian(s).

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Policy/Program Memorandum No. 127

Issued under the authority of the Deputy Minister of Education

Date of Issue: October 5, 2001 **Effective:** Until revoked or modified

Subject: ONTARIO SECONDARY SCHOOL LITERACY TEST IN ENGLISH-LANGUAGE SECONDARY SCHOOLS – ACCOMMODATIONS, DEFERRALS, AND EXEMPTIONS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 127, September 15, 2000.

General Information

All students who enter Grade 9 in an English-language secondary school in the 2001–02 school year, or in subsequent years, and who are working towards an Ontario Secondary School Diploma (OSSD) under *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), must successfully complete the Ontario Secondary School Literacy Test in English in order to earn the OSSD. Students will normally take the Ontario Secondary School Literacy Test when they are in Grade 10. Students who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferral in this memorandum.

Students who were enrolled in Grade 9 in an English-language secondary school in 2000–2001 and who are working towards an OSSD under OSS must also successfully complete the Ontario Secondary School Literacy Test in English in order to earn the OSSD. These students will take the Ontario Secondary School Literacy Test in the 2001–02 school year, unless they are

granted a deferral in accordance with this memorandum.

Successful completion of the Ontario Secondary School Literacy Test in English is not a diploma requirement for students who entered Grade 9 in an English-language secondary school in 1999–2000 and who took the test in 2000–2001. However, in accordance with the *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* issued by the Education Quality and Accountability Office (EQAO), a student who was unsuccessful in the 2000–2001 test may choose to retake the test in October 2001. Once the student retakes the test, successful completion of the test will become a diploma requirement for that student; that is, if the student is unsuccessful on the second attempt, he or she must retake the test and successfully complete it in order to obtain an OSSD. If a student has successfully completed the literacy test in English, he or she may not retake it.

The following students are not required to take the Ontario Secondary School Literacy Test: students whose Individual Education Plan (IEP) indicates that they are not working towards the OSSD; students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989 (OSIS)* ; and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

The Ontario Secondary School Literacy Test is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the required reading and writing skills. The test will identify students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test will also identify the specific areas in which these students need remediation.

Students who are working towards an OSSD under OSS and who do not successfully complete the Ontario Secondary School Literacy Test will have opportunities to retake the test. As stated above, once students have successfully completed the literacy test in English, they may not retake it.

For more detailed information about the Ontario Secondary School Literacy Test, see OSS, section 3.1.4

Recording of results

A student's results on the Ontario Secondary School Literacy Test will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box if the student has successfully completed the test. "N/A" applies to students whose Individual Education Plan (IEP) indicates that they are not working towards the OSSD; to students

who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

"N/A" will normally also apply to students who are working towards an OSSD under OSS and who entered Grade 9 in 1999–2000, whether or not they completed the test successfully in 2000–2001, since successful completion of the test is not a graduation requirement for them. However, in accordance with the policy stated on page 1 of this memorandum and with the EQAO *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* , for a student who retakes the test in October 2001 and successfully completes the test, an "X" will be entered in the "Successfully Completed in English" box on the OST. If the student does not complete the test successfully in October 2001, he or she will have to retake the test; when he or she completes the test successfully, an "X" will be entered in the "Successfully Completed in English" box.

Remedial assistance

As stated in section 3.1.4 of OSS, school boards[1] are required to provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit (optional) course on learning strategies or one on literacy skills for these students.

Although students who entered Grade 9 in 1999–2000 and who did not complete the test successfully in 2000–2001 will not have to retake the test, school boards are required to provide remedial assistance for them so that they are better prepared to do their course work and to retake the literacy test, if they choose to retake it in October 2001.

Accommodations for Students With Special Needs

Legislation and Ministry of Education policy

The obligation of school boards and schools to provide accommodations for students with special needs is reinforced both by legislation and Ministry of Education policy. Under the Ontario Human Rights Code, 1981, which sets out provisions on the "duty to accommodate" all persons with disabilities, school boards have the responsibility to provide appropriate accommodations that will enable students with special needs to participate in the educational setting. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* states: "The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully

complete the secondary school literacy test." Accommodations needed for the literacy test may be challenging to implement, and consequently careful planning will be required on the part of the principal.

To qualify for accommodations for taking the test, a student must normally have an Individual Education Plan (IEP) that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

Use of terms

For the purposes of this memorandum, the following terms have the meanings outlined below.

"Students with special needs" are students with an IEP who may or may not have been identified as "exceptional pupils" through the IPRC process, and who are receiving special education programs and services. An IEP *must* be developed for students who have been identified as exceptional by an IPRC. An IEP *must* be developed for a student who has not been identified as exceptional by an IPRC, but who is receiving a special education program or services and for whom the board submits an Intensive Support Amount (ISA) funding claim. An IEP *may* be developed for students who have not been identified as exceptional by an IPRC, but who are receiving special education programs and/or services.[2]

"Modifications" are changes to content and to performance criteria. Modifications to the Ontario Secondary School Literacy Test are not permitted because they would affect the validity and reliability of the test.

"Accommodations" are supports and services that enable students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change only *the way* in which the test is administered or the way in which the person tested responds to the components of the test. They do not alter the content of the test or affect the validity or reliability of the test.

Procedures for making accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents, and appropriate staff (including special education and professional support services staff, where appropriate);

- be made prior to the taking of the Ontario Secondary School Literacy Test;
- take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this memorandum and with the EQAO document entitled Guide for Accommodations, Special Provisions, Deferrals, and Exemptions (see section below);
- be clearly communicated in writing to the student and parents in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Information Form provided by the EQAO.

Permitted accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the Ontario Secondary School Literacy Test may take several forms. In each case, the accommodation used normally must be specified in the student's IEP . Details about the accommodations that may be provided and the process for seeking accommodations are outlined in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* . This document can be accessed by visiting the EQAO website at www.eqao.com, or obtained by writing to the following address:

Education Quality and Accountability Office
2 Carlton Street
Suite 1200
Toronto ON M5B 2M9

Accommodations that will be permitted include the following:

1. Adjustments to the environment in which the test is administered
2. Adjustments in the time allowed for the test
3. Changes/adjustments to the format of the test (e.g., alternative forms of print)
4. Changes/adjustments to the format of responses

For example, reading aloud of the questions in the writing component of the test is a permitted accommodation for students who have this specified as an accommodation in their IEP. However, reading aloud of the questions in the reading component of the test is *not permitted* as an accommodation, because the ability to read questions unassisted is an integral part of what is being measured in the reading component.

Such forms of support as the following are also *not permitted* as accommodations, since they would affect the validity of the test: clarifying test questions for students by rewording or explaining them; answering

students' questions during the test or providing additional information; and allowing discussion prior to the performance of writing tasks.

Note that clarification of instructions for both the reading and the writing components of the test is permitted for all students *before the commencement* of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with this memorandum and with the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* , the principal must ensure that the accommodation is available to the student during the test.

Accommodations other than those listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* will be given consideration by the EQAO upon receipt of a request, as outlined in the section below.

See the appendix for more information on the human resources required for the implementation of accommodations for students with special needs.

Requests for special consideration of accommodations

1. Accommodations that are listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO guide, one of the following procedures applies, as appropriate:

a. If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.

b. If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

c. If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test, the principal may grant permission for the use of any appropriate accommodations that are permitted in the EQAO

Guide for Accommodations, Special Provisions, Deferrals, and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

For students in approved education programs in care, treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in independent schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

2. Accommodations that are not listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies a need for an accommodation that is not listed in the EQAO guide or involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Deferrals

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in achieving the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time due to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to and granted by the principal.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the Education Quality and Accountability Office (EQAO). The test will normally be administered twice in a school year.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or supports to prepare them for their next attempt.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR).

Exemptions

To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the Ontario Secondary School Literacy Test and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

If a student does not successfully complete the literacy test, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- The principal of the school will ensure that an IEP is developed for the

student in consultation with the parents and the student, if the student is 16 years of age or older, in accordance with Regulation 181/98.

- The IEP will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.
- Where the IEP indicates that the student is not working towards the OSSD, the student may be granted an exemption from writing the Ontario Secondary School Literacy Test by the school principal.
- The principal will make his or her decision in consultation with the parent, and the final decision must be communicated in writing to the parent as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test but the parent or adult student disagrees with this decision, the student must be allowed to write the test. Where the principal decides that the student should write the test but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and services is to take the test, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test. The necessary accommodations will be provided in accordance with this memorandum, section 3.1.4.1 of OSS, and the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the Ontario Secondary School Literacy Test in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption must be kept in the student's Ontario Student Record (OSR).

Appendix: Human resources required for the implementation of accommodations for students with special needs

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the following

guidelines be followed.

- The role of individuals who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.
- These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.
- It is generally an advantage if the person who assists with the implementation of accommodations is known to the student. However, as noted above, the person must not be a relative.
- All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the Ontario Secondary School Literacy Test as the teachers and principals involved in its administration.
- The role of the scribe is to write – by hand or using a typewriter or computer – the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
  - must *not* give any assistance or suggestions relating to the content of the test;
  - must *not* give advice related to the order of the questions or the time to be spent on them;
  - must write, by hand or using a typewriter or computer, the student's answers *exactly as they are dictated by the student*;
  - may read back what has been recorded at the student's request;
  - may enter student responses to multiple-choice questions on the Student Answer Sheet;
  - must adhere to the EQAO policy on the duty to report child abuse, as provided in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

1. In this document, "school board(s)" and "board(s)" refer to district school boards and school authorities.
2. See OSS, section 5.4, and *Individual Education Plans: Standards for Development, Program Planning, and Implementation*, 2000, p. 5.
3. In this document, "parent(s)" refers to parent(s) and guardian(s).

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Location : Home > Elementary and Secondary > School and Board Services > Policy/Program Memoranda > Policy/Program Memorandum No.127

Policy/Program Memorandum No. 127

Issued under the authority of the Deputy Minister of Education

Date of Issue: October 5, 2001 **Effective:** Until revoked or modified

Subject: **ONTARIO SECONDARY SCHOOL LITERACY TEST IN ENGLISH-LANGUAGE SECONDARY SCHOOLS – ACCOMMODATIONS, DEFERRALS, AND EXEMPTIONS**

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 127, September 15, 2000.

General Information

All students who enter Grade 9 in an English-language secondary school in the 2001–02 school year, or in subsequent years, and who are working towards an Ontario Secondary School Diploma (OSSD) under *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), must successfully complete the Ontario Secondary School Literacy Test in English in order to earn the OSSD. Students will normally take the Ontario Secondary School Literacy Test when they are in Grade 10. Students who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferral in this memorandum.

Students who were enrolled in Grade 9 in an English-language secondary school in 2000–2001 and who are working towards an OSSD under OSS must also successfully complete the Ontario Secondary School Literacy Test in English in order to earn the OSSD. These students will take the Ontario Secondary School Literacy Test in the 2001–02 school year, unless they are

granted a deferral in accordance with this memorandum.

Successful completion of the Ontario Secondary School Literacy Test in English is not a diploma requirement for students who entered Grade 9 in an English-language secondary school in 1999–2000 and who took the test in 2000–2001. However, in accordance with the *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* issued by the Education Quality and Accountability Office (EQAO), a student who was unsuccessful in the 2000–2001 test may choose to retake the test in October 2001. Once the student retakes the test, successful completion of the test will become a diploma requirement for that student; that is, if the student is unsuccessful on the second attempt, he or she must retake the test and successfully complete it in order to obtain an OSSD. If a student has successfully completed the literacy test in English, he or she may not retake it.

The following students are not required to take the Ontario Secondary School Literacy Test: students whose Individual Education Plan (IEP) indicates that they are not working towards the OSSD; students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989 (OSIS)*; and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

The Ontario Secondary School Literacy Test is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the required reading and writing skills. The test will identify students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test will also identify the specific areas in which these students need remediation.

Students who are working towards an OSSD under OSS and who do not successfully complete the Ontario Secondary School Literacy Test will have opportunities to retake the test. As stated above, once students have successfully completed the literacy test in English, they may not retake it.

For more detailed information about the Ontario Secondary School Literacy Test, see OSS, section 3.1.4

Recording of results

A student's results on the Ontario Secondary School Literacy Test will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box if the student has successfully completed the test. "N/A" applies to students whose Individual Education Plan (IEP) indicates that they are not working towards the OSSD; to students

who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

"N/A" will normally also apply to students who are working towards an OSSD under OSS and who entered Grade 9 in 1999–2000, whether or not they completed the test successfully in 2000–2001, since successful completion of the test is not a graduation requirement for them. However, in accordance with the policy stated on page 1 of this memorandum and with the EQAO *Guide for Administering the Ontario Secondary School Literacy Test – October 2001* , for a student who retakes the test in October 2001 and successfully completes the test, an "X" will be entered in the "Successfully Completed in English" box on the OST. If the student does not complete the test successfully in October 2001, he or she will have to retake the test; when he or she completes the test successfully, an "X" will be entered in the "Successfully Completed in English" box.

Remedial assistance

As stated in section 3.1.4 of OSS, school boards[1] are required to provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit (optional) course on learning strategies or one on literacy skills for these students.

Although students who entered Grade 9 in 1999–2000 and who did not complete the test successfully in 2000–2001 will not have to retake the test, school boards are required to provide remedial assistance for them so that they are better prepared to do their course work and to retake the literacy test, if they choose to retake it in October 2001.

Accommodations for Students With Special Needs

Legislation and Ministry of Education policy

The obligation of school boards and schools to provide accommodations for students with special needs is reinforced both by legislation and Ministry of Education policy. Under the Ontario Human Rights Code, 1981, which sets out provisions on the "duty to accommodate" all persons with disabilities, school boards have the responsibility to provide appropriate accommodations that will enable students with special needs to participate in the educational setting. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* states: "The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully

complete the secondary school literacy test." Accommodations needed for the literacy test may be challenging to implement, and consequently careful planning will be required on the part of the principal.

To qualify for accommodations for taking the test, a student must normally have an Individual Education Plan (IEP) that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

Use of terms

For the purposes of this memorandum, the following terms have the meanings outlined below.

"Students with special needs" are students with an IEP who may or may not have been identified as "exceptional pupils" through the IPRC process, and who are receiving special education programs and services. An IEP *must* be developed for students who have been identified as exceptional by an IPRC. An IEP *must* be developed for a student who has not been identified as exceptional by an IPRC, but who is receiving a special education program or services and for whom the board submits an Intensive Support Amount (ISA) funding claim. An IEP *may* be developed for students who have not been identified as exceptional by an IPRC, but who are receiving special education programs and/or services.[2]

"Modifications" are changes to content and to performance criteria. Modifications to the Ontario Secondary School Literacy Test are not permitted because they would affect the validity and reliability of the test.

"Accommodations" are supports and services that enable students with special needs to demonstrate their competencies in the skills being measured by the test. Accommodations change only *the way* in which the test is administered or the way in which the person tested responds to the components of the test. They do not alter the content of the test or affect the validity or reliability of the test.

Procedures for making accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents, and appropriate staff (including special education and professional support services staff, where appropriate);

- be made prior to the taking of the Ontario Secondary School Literacy Test;
- take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this memorandum and with the EQAO document entitled Guide for Accommodations, Special Provisions, Deferrals, and Exemptions (see section below);
- be clearly communicated in writing to the student and parents in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Information Form provided by the EQAO.

Permitted accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the Ontario Secondary School Literacy Test may take several forms. In each case, the accommodation used normally must be specified in the student's IEP . Details about the accommodations that may be provided and the process for seeking accommodations are outlined in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* . This document can be accessed by visiting the EQAO website at www.eqao.com, or obtained by writing to the following address:

Education Quality and Accountability Office
2 Carlton Street
Suite 1200
Toronto ON M5B 2M9

Accommodations that will be permitted include the following:

1. Adjustments to the environment in which the test is administered
2. Adjustments in the time allowed for the test
3. Changes/adjustments to the format of the test (e.g., alternative forms of print)
4. Changes/adjustments to the format of responses

For example, reading aloud of the questions in the writing component of the test is a permitted accommodation for students who have this specified as an accommodation in their IEP. However, reading aloud of the questions in the reading component of the test is *not permitted* as an accommodation, because the ability to read questions unassisted is an integral part of what is being measured in the reading component.

Such forms of support as the following are also *not permitted* as accommodations, since they would affect the validity of the test: clarifying test questions for students by rewording or explaining them; answering

students' questions during the test or providing additional information; and allowing discussion prior to the performance of writing tasks.

Note that clarification of instructions for both the reading and the writing components of the test is permitted for all students *before the commencement* of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with this memorandum and with the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* , the principal must ensure that the accommodation is available to the student during the test.

Accommodations other than those listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions* will be given consideration by the EQAO upon receipt of a request, as outlined in the section below.

See the appendix for more information on the human resources required for the implementation of accommodations for students with special needs.

Requests for special consideration of accommodations

1. Accommodations that are listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO guide, one of the following procedures applies, as appropriate:

a. If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.

b. If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

c. If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test, the principal may grant permission for the use of any appropriate accommodations that are permitted in the EQAO

Guide for Accommodations, Special Provisions, Deferrals, and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

For students in approved education programs in care, treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in independent schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

2. Accommodations that are not listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*

When a parent, adult student, or principal identifies a need for an accommodation that is not listed in the EQAO guide or involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student's IEP, the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Deferrals

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in achieving the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time due to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to and granted by the principal.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the Education Quality and Accountability Office (EQAO). The test will normally be administered twice in a school year.
- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or supports to prepare them for their next attempt.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR).

Exemptions

To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the Ontario Secondary School Literacy Test and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

If a student does not successfully complete the literacy test, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- The principal of the school will ensure that an IEP is developed for the

student in consultation with the parents and the student, if the student is 16 years of age or older, in accordance with Regulation 181/98.

- The IEP will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.
- Where the IEP indicates that the student is not working towards the OSSD, the student may be granted an exemption from writing the Ontario Secondary School Literacy Test by the school principal.
- The principal will make his or her decision in consultation with the parent, and the final decision must be communicated in writing to the parent as part of the IEP development process.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test but the parent or adult student disagrees with this decision, the student must be allowed to write the test. Where the principal decides that the student should write the test but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and services is to take the test, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test. The necessary accommodations will be provided in accordance with this memorandum, section 3.1.4.1 of OSS, and the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the Ontario Secondary School Literacy Test in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption must be kept in the student's Ontario Student Record (OSR).

Appendix: Human resources required for the implementation of accommodations for students with special needs

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the following

guidelines be followed.

- The role of individuals who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.
- These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.
- It is generally an advantage if the person who assists with the implementation of accommodations is known to the student. However, as noted above, the person must not be a relative.
- All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the Ontario Secondary School Literacy Test as the teachers and principals involved in its administration.
- The role of the scribe is to write – by hand or using a typewriter or computer – the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
    - must *not* give any assistance or suggestions relating to the content of the test;
    - must *not* give advice related to the order of the questions or the time to be spent on them;
    - must write, by hand or using a typewriter or computer, the student's answers *exactly as they are dictated by the student*;
    - may read back what has been recorded at the student's request;
    - may enter student responses to multiple-choice questions on the Student Answer Sheet;
    - must adhere to the EQAO policy on the duty to report child abuse, as provided in the EQAO *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*.
- Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

1. In this document, "school board(s)" and "board(s)" refer to district school boards and school authorities.
2. See OSS, section 5.4, and *Individual Education Plans: Standards for Development, Program Planning, and Implementation*, 2000, p. 5.
3. In this document, "parent(s)" refers to parent(s) and guardian(s).

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Policy/Program Memorandum No. 128

Date of Issue:	November 14, 2000 — **Effective:** Until revoked or modified
Subject:	School Board Codes of Conduct: Setting of Standards of Behaviour in Schools
Application:	Chairs of District School Boards Directors of Education Secretary of School Authorities Principals of Elementary Schools Principals of Secondary Schools Principals of Provincial Schools

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Introduction

In April 2000, the Ministry of Education released *Ontario Schools: Code of Conduct* as a first step in ensuring that Ontario has safe schools. The document sets clear and consistent standards of behaviour that apply to all publicly funded schools across the province. The establishing of standards is intended to foster a learning environment that is characterized by respect and civility. Students, parents, and teachers and other staff members all need to feel that Ontario schools are safe places in which students can learn and teachers can teach. Although the consequences for infractions set out in the provincial code of conduct apply to students who ignore the rules,
everyone – not just students – will be expected to hold to the same standards of behaviour.

Legislation and Ministry Policy on Codes of Conduct

On June 14, 2000, the Safe Schools Act, 2000, was passed. This act amends the Education Act through the addition of a new part – Part XIII, sections 300–316. Part XIII of the Education Act will be proclaimed in stages.

Subsection 301(1) of Part XIII states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools". Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.

2. To promote responsible citizenship by encouraging appropriate participation in the civic life

of the school community.

3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

4. To encourage the use of non-violent means to resolve conflict.

5. To promote the safety of people in the schools.

6. To discourage the use of alcohol and illegal drugs.

Part XIII also contains the following requirements that apply to school boards[1] and schools:

- Every board shall take such steps as the Minister directs to bring the code of conduct to the attention of pupils, parents and guardians of pupils and others who may be present in schools under the jurisdiction of the board. s. 301(3)
- Every board shall establish policies and guidelines with respect to the conduct of persons in schools within the board's jurisdiction and the policies and guidelines must address such matters and include such requirements as the Minister may specify. s. 302(1)
- When establishing policies and guidelines under [section 302], a board shall consider the views of school councils with respect to the contents of the policies and guidelines. s. 302(8)
- The board shall periodically review its policies and guidelines established under [section 302] and shall solicit the views of pupils, teachers, staff, volunteers working in the schools, parents and guardians, school councils and the public. s. 302(9)
- A board may direct the principal of a school to establish a local code of conduct governing the behaviour of all persons in the school, and the local code must be consistent with the provincial code established under subsection 301(1) and must address such matters and include such requirements as the board may specify. s. 303(1)
- A board shall direct a principal to establish a local code of conduct if the board is required to do so by the Minister, and the local code must address such matters and include such requirements as the Minister may specify. s. 303(2)
- When establishing or reviewing a local code of conduct, the principal shall consider the views of the school council with respect to its contents. s. 303(3)

Much of Part XIII of the Education Act came into force on September 1, 2000. The sections that deal with suspension and expulsion, however, are still to be proclaimed, and are expected to come into force as follows:

- The sections that deal with expulsions are expected to come into force in the winter of 2001. When they come into force, a student who commits any of the infractions listed in section 309 will be immediately suspended and will proceed to an expulsion inquiry or hearing.
- The sections that deal with suspensions are expected to come into force in the fall of 2001. When they come into force, a student who commits any of the infractions listed in section 306 will be immediately suspended.

The document entitled *Ontario Schools: Code of Conduct* came into effect as ministry policy

on September 1, 2000.

Requirements for School Boards

School boards are required to inform students and parents of the terms of the provincial code of conduct. Boards are also required, under subsection 302(1) cited above, to develop their own codes of conduct, in accordance with subsection 302(8) and this memorandum. Boards must have developed the "standards of behaviour" section of their codes of conduct by the winter of 2001.

Development of School Board Codes of Conduct

The standards of behaviour in school board codes of conduct must be appropriate for boards' communities and must be consistent with the requirements set out in this memorandum. In developing their codes of conduct, school boards must consider the views of their school councils with respect to the contents of the policies and guidelines. Boards should also ensure that their codes of conduct:

- include the standards stated in the provincial code of conduct;
- set out standards of behaviour for all members of the school community (e.g., students, staff, visitors, volunteers);
- contain standards developed by the board that can be linked to a provincial standard (e.g., school board rules for the use of electronic devices such as pagers could be linked to the provincial standard requiring those at school to “respect the need of others to work in an environment [that is conducive to] learning and teaching”);
- indicate where and/or when these standards will apply (e.g., in school sports activities, on school buses, in off-site school-sponsored activities);
- include procedures and timelines for review (reviews must be conducted at least every three years).

Development of Local Codes of Conduct in Schools

School boards may require principals to develop additional codes of conduct tailored expressly for their schools. These codes must set out clearly what is acceptable and what is unacceptable behaviour for all members of the elementary or secondary school community (e.g., students, staff, visitors, volunteers), and must also be consistent with the provincial and school board codes of conduct. These local codes of conduct must also be communicated to all members of the school community.

In developing these local standards of behaviour, the principal must take into consideration the views of the school council. In addition, he or she should:

- seek input from students, staff, parents or guardians, and members of the community;
- include procedures and timelines for review, in accordance with school board policy;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents and guardians whose first language is not English or French.

School boards should assist principals in developing their local codes of conduct by creating

clear guidelines for the development of such codes, in keeping with provincial policy.

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[1] *In this document,* school board *and* board *refer to district school boards and to school authorities.*

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Policy/Program Memorandum No. 129

Date of Issue:	July 6, 2001	**Effective:** Until revoked or modified
Subject:	**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS**	
Application:	Directors of Education Secretaries of School Authorities Principals of Secondary Schools Principals of Provincial and Demonstration Schools Principals of Inspected Private Schools Principal of the Independent Learning Centre	

INTRODUCTION

This memorandum provides direction to school boards[1] and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), section 6.6: Prior Learning Assessment and Recognition, for regular day school students[2] who are enrolled in Ontario secondary schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition.

This memorandum does not apply to mature students.[3] Mature students who return to secondary school before the beginning of the 2003–4 school year will continue to have their placement determined according to the requirements set out in *Ontario Schools, Intermediate and Senio Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989*, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.

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[1] Unless otherwise specified, the term *board(s)* in this memorandum refers to school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR.

[2] Regular day school students are students, other than mature students, who are enrolled in a regular day school program.

[3] For purposes of determining further required credits for a diploma, a mature student is a student who is at least eighteen years of age (i.e., an adult) and who is returning to school to earn a diploma after being out of secondary school for at least one year.

THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

All boards are responsible for developing and implementing PLAR policies and procedures that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

In accordance with the *Education Act*, publicly funded boards will not charge students fees for undergoing the challenge or equivalency process. Subsection 32(1) of the act enables a person who is "qualified to be a resident pupil" of a board to attend school "without payment of a fee". Clause 170 (1)(6) of the act requires boards to "provide instruction ... for the pupils who have a right to attend a school under the jurisdiction of the board".

This memorandum contains direction to boards and schools concerning both the challenge process and the equivalency process.

REQUIREMENTS FOR THE PLAR CHALLENGE PROCESS

Responsibilities of Boards

All publicly funded boards, as well as inspected private schools that choose to implement PLAR, must develop and implement policies and procedures related to the challenge process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). In accordance with the implementation schedule given in OSS, appendix 1, all publicly funded boards must implement these policies and procedures for Grade 10 courses in the 2001–2 academic year, for Grade 11 courses in the 2002–3 academic year, and for Grade 12 courses in the 2003–4 academic year. Inspected private schools that choose to implement PLAR, however, may implement these policies and procedures in accordance with the times specified in this schedule or at any time following the times specified in this schedule.

Boards must also ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and what opportunities for challenge are available (OSS, section 5.3.1).

It should be noted that a board is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

Boards must use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" provided in the appendix to this memorandum for recording student results. No changes of any kind may be made to these forms. (See also the section "Record Keeping" on page 6 of this memorandum.)

Boards may use the sample application form and the sample form for recording assessment that are provided in the appendix, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the School September Reports the number of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade. For semestered schools, this information will also be submitted in the School March Reports.

Responsibilities of School Principals

PLAR procedures will be carried out under the direction of the school principal,[4] who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;
- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

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[4] Principals will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

Principals of schools operated by publicly funded boards must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies Governing the Challenge Process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.[5] (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

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[5] The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents

for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS

- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record Keeping

Boards will ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *For challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- *For challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *For challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

REQUIREMENTS FOR THE PLAR EQUIVALENCY PROCESS

Responsibilities of Boards

Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). They must also ensure that information on the equivalency process is included in their school course calendars (OSS, section 5.3.1).

Responsibilities of School Principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, appendix 8: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Record Keeping

Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcrip (OST): Manual, 1999.*

APPENDIX

The following forms are included in the appendix: (18K - Adobe Acrobat file)

- PLAR Challenge for Credit: Cumulative Tracking Record
- PLAR Challenge for Credit: Interim Tracking Record
- Application to Challenge for Credit for a Course
- Record of Assessment of Challenge for Credit for a Course

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Policy/Program Memorandum No. 129

Date of Issue: July 6, 2001 **Effective:** Until revoked or modified

Subject: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools
Principal of the Independent Learning Centre

INTRODUCTION

This memorandum provides direction to school boards[1] and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), section 6.6: Prior Learning Assessment and Recognition, for regular day school students[2] who are enrolled in Ontario secondary schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition.

This memorandum does not apply to mature students.[3] Mature students who return to secondary school before the beginning of the 2003–4 school year will continue to have their placement determined according to the requirements set out in *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989*, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.

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[1] Unless otherwise specified, the term *board(s)* in this memorandum refers to school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR.

[2] Regular day school students are students, other than mature students, who are enrolled in a regular day school program.

[3] For purposes of determining further required credits for a diploma, a mature student is a student who is at least eighteen years of age (i.e., an adult) and who is returning to school to earn a diploma after being out of secondary school for at least one year.

THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

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All boards are responsible for developing and implementing PLAR policies and procedures that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

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REQUIREMENTS FOR THE PLAR CHALLENGE PROCESS

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Boards must also ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and what opportunities for challenge are available (OSS, section 5.3.1).

It should be noted that a board is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

Boards must use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" provided in the appendix to this memorandum for recording student results. No changes of any kind may be made to these forms. (See also the section "Record Keeping" on page 6 of this memorandum.)

Boards may use the sample application form and the sample form for recording assessment that are provided in the appendix, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the School September Reports the number of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade. For semestered schools, this information will also be submitted in the School March Reports.

Responsibilities of School Principals

PLAR procedures will be carried out under the direction of the school principal,[4] who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for

credit for a course;

- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

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[4] Principals will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

Principals of schools operated by publicly funded boards must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies Governing the Challenge Process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in

provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.[5] (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

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[5] The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

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Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course

- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record Keeping

Boards will ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *For challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- *For challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *For challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

REQUIREMENTS FOR THE PLAR EQUIVALENCY PROCESS

Responsibilities of Boards

Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). They must also ensure that information on the equivalency process is included in their school course calendars (OSS, section 5.3.1).

Responsibilities of School Principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, appendix 8: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Record Keeping

Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual, 1999.*

APPENDIX

The following forms are included in the appendix: (18K - Adobe Acrobat file)

- PLAR Challenge for Credit: Cumulative Tracking Record
- PLAR Challenge for Credit: Interim Tracking Record
- Application to Challenge for Credit for a Course
- Record of Assessment of Challenge for Credit for a Course

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Policy/Program Memorandum No. 129

Date of Issue: July 6, 2001 **Effective:** Until revoked or modified

Subject: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools
Principal of the Independent Learning Centre

INTRODUCTION

This memorandum provides direction to school boards[1] and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), section 6.6: Prior Learning Assessment and Recognition, for regular day school students[2] who are enrolled in Ontario secondary schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition.

This memorandum does not apply to mature students.[3] Mature students who return to secondary school before the beginning of the 2003–4 school year will continue to have their placement determined according to the requirements set out in *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989*, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.

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[1] Unless otherwise specified, the term *board(s)* in this memorandum refers to school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR.

[2] Regular day school students are students, other than mature students, who are enrolled in a regular day school program.

[3] For purposes of determining further required credits for a diploma, a mature student is a student who is at least eighteen years of age (i.e., an adult) and who is returning to school to earn a diploma after being out of secondary school for at least one year.

THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

All boards are responsible for developing and implementing PLAR policies and procedures that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

In accordance with the Education Act, publicly funded boards will not charge students fees for undergoing the challenge or equivalency process. Subsection 32(1) of the act enables a person who is "qualified to be a resident pupil" of a board to attend school "without payment of a fee". Clause 170(1)(6) of the act requires boards to "provide instruction ... for the pupils who have a right to attend a school under the jurisdiction of the board".

This memorandum contains direction to boards and schools concerning both the challenge process and the equivalency process.

REQUIREMENTS FOR THE PLAR CHALLENGE PROCESS

Responsibilities of Boards

All publicly funded boards, as well as inspected private schools that choose to implement PLAR, must develop and implement policies and procedures related to the challenge process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). In accordance with the implementation schedule given in OSS, appendix 1, all publicly funded boards must implement these policies and procedures for Grade 10 courses in the 2001–2 academic year, for Grade 11 courses in the 2002–3 academic year, and for Grade 12 courses in the 2003–4 academic year. Inspected private schools that choose to implement PLAR, however, may implement these policies and procedures in accordance with the times specified in this schedule or at any time following the times specified in this schedule.

Boards must also ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and what opportunities for challenge are available (OSS, section 5.3.1).

It should be noted that a board is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

Boards must use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" provided in the appendix to this memorandum for recording student results. No changes of any kind may be made to these forms. (See also the section "Record Keeping" on page 6 of this memorandum.)

Boards may use the sample application form and the sample form for recording assessment that are provided in the appendix, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the School September Reports the number of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade. For semestered schools, this information will also be submitted in the School March Reports.

Responsibilities of School Principals

PLAR procedures will be carried out under the direction of the school principal,[4] who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for

credit for a course;

- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

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[4] Principals will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

Principals of schools operated by publicly funded boards must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies Governing the Challenge Process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in

provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.[5] (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course

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[5] The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record Keeping

Boards will ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *For challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- *For challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *For challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

REQUIREMENTS FOR THE PLAR EQUIVALENCY PROCESS

Responsibilities of Boards

Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). They must also ensure that information on the equivalency process is included in their school course calendars (OSS, section 5.3.1).

Responsibilities of School Principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, appendix 8: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Record Keeping

Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual, 1999*.

APPENDIX

The following forms are included in the appendix: (18K - Adobe Acrobat file)

- PLAR Challenge for Credit: Cumulative Tracking Record
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replaced

Policy/Program Memorandum No. 130

Date of Issue: September 19, 2001

Effective: Until June 30, 2003
unless revoked or modified

Subject: SCHOOL BOARD PROGRAMS FOR STUDENTS WHO HAVE RECEIVED A FULL EXPULSION

Application:
Chairs of District School Boards
Directors of Education
Secretaries of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial Schools

Introduction

The purpose of this memorandum is to require school boards[1] to provide programs, courses, and services for students who have received a full expulsion.[2] Boards are required to provide programs for expelled students[3] in order to give them an opportunity both to continue their education and to deal with the underlying causes of their behaviour so that they may eventually return to school within the publicly funded school system.

This memorandum applies only to those school boards that do not have agreements – either with the ministry or with an organization approved by the ministry – to provide strict-discipline programs.[4] Boards that have such agreements are listed in appendix B of this memorandum.

Requirements for School Board Programs for Expelled Students

School board programs for expelled students must include both academic support and non-academic support. School boards must ensure that an initial assessment of an expelled student's needs is made as soon as the student enters the board's program for these students. School boards may contact a provider of a strict-discipline program (see appendix B) for advice regarding assessment and program development for the student.

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[1] In this document, *school board* and *board* refer to district school boards and school authorities.

[2] See subsections 312(2) to (5) of the Education Act (as amended by the *Safe Schools Act, 2000*), cited in appendix A of this memorandum. As stated in subsection 309(16), "a pupil who is subject to

a full expulsion is not entitled to attend any school in the province or to engage in school-related activities of any school in the province until he or she meets such requirements as may be established by regulation for returning to school after being expelled."

[3] In this document, *expelled student(s)* and *student(s)* refer exclusively to students who have received a full expulsion.

[4] Section 1 of Ontario Regulation 37/01, "Expulsion of a Pupil", states that a "strict discipline program" is "a program approved by the Minister as a strict discipline program".

An agreement must be made between the school board and any organization or person contracted to provide assessment or other services as part of the school board's program for these expelled students. The agreement will include a description of the services to be provided and a statement requiring that all necessary information be provided in accordance with all legal and statutory requirements, including privacy laws.

The school board must provide the student and/or the student's parents[5] with the board's plan for the student's academic and non-academic support so that all involved have a clear understanding of the plan for the student. The school board may also wish to establish an agreement with the student and/or parents on attendance, behaviour rules, and expectations for parental involvement.

School boards may not refuse to allow an expelled student to participate in a school board program for expelled students, unless the health of the student or of others is put at risk. Boards must make all necessary arrangements to ensure the safety of everyone involved in the program.

School boards must make all necessary arrangements to accommodate the needs of individual students admitted to the program, including exceptional students and other students with special needs.

Each school board will inform expelled students and/or their parents about its program for expelled students. Students who have been expelled may choose to participate in a school board's program, but are not required to do so. They may attend a similar program or a strict-discipline program anywhere in Ontario.

[5] In this document, *parents* refers to parent(s) and guardian(s).

Return of Expelled Students to Schools in the Publicly Funded School System

To determine whether a student who has received a full expulsion is ready to return to a school in the publicly funded school system, a school board must have the student assessed by a provider of a strict-discipline program (see appendix B). Providers may make these assessments through interviewing the student or evaluating a written report on the student provided by the school board, or they may contract an appropriate local organization or person to do the assessment. Before being allowed to return to a school in the publicly funded school system, students who have received a full expulsion will be expected to:

- demonstrate respect for themselves, for others, and for those in authority;
- demonstrate that they understand and can accept the consequences of their actions;
- demonstrate the ability to participate in school without compromising the safety and well-being of themselves or others at the school;
- comply with the standards set out in the provincial Code of Conduct.

In addition, before the expelled student can return to school, a transition plan for the student must be

developed by the board that operates the school that the student will enter. If the student is entering from another board, the board will develop this transition plan in collaboration with the board whose program for expelled students the student attended. The transition plan is intended to help the student make a successful re-entry into the regular school system.

Development of School Board Programs

Each school board is required to develop a plan outlining its program for students who have received a full expulsion. School board plans must be consistent with the requirements identified in this memorandum. In developing their plans, boards may use the guidelines provided in appendix C of this memorandum.

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3. Minister may impose conditions and restrictions when authorizing a board to engage in an activity described in subsection (2).

4. The Minister may establish one or more programs for expelled pupils to prepare the pupils to return to school and may require boards to give specified information about the programs to expelled pupils.

5. The Minister may establish policies and guidelines respecting pupils' eligibility to participate in a program established under subsection (2) or (4) and respecting the criteria to be met for successful completion of the program.

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   - description of any planned agreements between the board and any organization or person to be contracted to provide assessment or other services
   - description of any special arrangements to ensure the safety of all involved in the program and/or to accommodate the needs of individual students

3. The board must include a description of its responsibilities in the process of determining whether a student is ready to return to school in the publicly funded school system.

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Policy/Program Memorandum No. 130

Date of Issue: October 17, 2003

Effective: Until June 30, 2004 unless revoked or modified

Subject: SCHOOL BOARD PROGRAMS FOR STUDENTS WHO HAVE RECEIVED A FULL EXPULSION

Application:
Chairs of District School Boards
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Boards will continue to develop and establish their programs in the 2003–04 schoo year.

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5. The Minister may establish policies and guidelines respecting pupils' eligibility to participate in a program established under subsection (2) or (4) and respecting the criteria to be met for successful completion of the program.

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The Training and Renewal Foundation, York Region District School Board, York

Region Catholic District School Board
T. R. Leger School of Adult, Alternative and Continuing Education and Upper Canada District School Board
Waterloo Foundation and Waterloo Region District School Board
Windsor-Essex Catholic District School Board

French-Language Providers

Conseil scolaire de district catholique de l'Est Ontarien, Conseil scolaire de district catholique du Centre-Est de l'Ontario, and Conseil des écoles publiques de l'Est de l'Ontario
Conseil scolaire de district catholique du Nouvel-Ontario and Conseil scolaire de district du Grand Nord de l'Ontario

Appendix C: School Board Plans for Programs for Expelled Students

In its plan for the program for students who have received a full expulsion, a school board must describe what it intends to do, as follows:

1. The board must include the information on the board's program for expelled students that will be given to a student who has been expelled and/or his or her parents.

2. The board must outline the program and its implementation in detail. The board must include information on at least the following topics:
    - the initial assessment of the student
    - the involvement of the principal, guidance counsellor, attendance counsellor, teachers, the student and/or the student's parents, and any other appropriate persons in developing a plan for the student with regard to both academic and non-academic support
    - description of the means of academic support (e.g., use of distance learning through the Independent Learning Centre, provision of remedial help in literacy, provision of individual instruction, provision of opportunities for cooperative education)
    - description of the types of non-academic support (e.g., counselling through board personnel, counselling through an outside agency)
    - description of any planned agreements between the board and any organization or person to be contracted to provide assessment or other services
    - description of any special arrangements to ensure the safety of all involved in the program and/or to accommodate the needs of individual students

3. The board must include a description of its responsibilities in the process of determining whether a student is ready to return to school in the publicly funded school system.

4. The board must include a description of the procedures to be followed if the student meets the requirements for re-entry into the publicly funded school system, including the transition plan for the student.

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Policy/Program Memorandum No. 131

Date of Issue: June 17, 2002 **Effective:** Until revoked or modified

Subject: **HOME SCHOOLING**

Application:
Chairs of District School Boards
Directors of Education
Secretaries of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principal of Independent Learning Centre

Introduction

This memorandum provides direction to school boards [1] and schools concerning policies related to home schooling and the excusing of children from school who are receiving home schooling. School boards should bring this memorandum to the attention of parents [2] who are providing home schooling.

In addition, this memorandum revokes and replaces the memorandum entitled "Determining Satisfactory Instruction Under Subsection 20(2) of the Education Act", issued in 1981 by K. D. Johnson, the Provincial School Attendance Counsellor.

The sections and subsections of the Education Act that are relevant to this memorandum are listed in appendix A.

Home schooling procedures

Procedures for Parents

Parents who decide to provide home schooling for their child(ren) should notify the school board of their intent in writing. Parents should provide the name,

gender, and date of birth of each child who is receiving home schooling, and the telephone number and address of the home. The letter should be signed by the parent(s). Parents may use the sample letter provided in appendix B to this memorandum. If the home address changes, parents should notify the school board of the change of address.

If parents decide to continue to provide home schooling in subsequent years, they should give notification each year in writing prior to September 1 to the school board in whose jurisdiction their child last attended school. The letter should contain the same information as that in the initial letter described above.

Procedures for School Boards

When parents give a board written notification of their intent to provide home schooling for their child, the board should consider the child to be excused from attendance at school, in accordance with subsection 21(2), clause (a), of the Education Act. The board should accept the written notification of the parents each year as evidence that the parents are providing satisfactory instruction at home. The board should send a letter each year to the parents, acknowledging the notification; for this purpose, the board may use the sample letter in appendix C.

Normally, the board should not investigate the matter. However, if there are reasonable grounds to suspect that the child is not receiving satisfactory instruction at home, the board should take steps to determine whether the instruction is satisfactory, as outlined in the next section.

Board investigations of home schooling

Reasons for an Investigation

As stated above, it is the responsibility of school boards to excuse children from attendance at school when home schooling is provided, in accordance with subsection 21(2), clause (a), of the Education Act. However, where a board has reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory, the board should investigate the matter.

The following is a list of some of the reasons that may give a board cause to investigate a particular instance of home schooling:

- refusal of a parent to notify the board in writing of the intent to provide home schooling
- a credible report of concern by a third party with respect to the instruction being provided in the home
- evidence that the child was removed from attendance at school because of ongoing conflicts with the school, not for the purpose of home schooling

- a history of absenteeism by the child prior to the parent's notifying the board of the intent to provide home schooling

Guidelines for Conducting an Investigation

In conducting an investigation, the board may have one of its officials meet with the family or it may ask the parent to submit information about the home schooling in writing.

Whether meeting with the family or reviewing information submitted in writing, board officials should recognize that the methodology, materials, schedules, and assessment techniques used by parents who provide home schooling may differ from those used by educators in the school system. For example, the parent may not be following the Ontario curriculum, using standard classroom practices in the home, or teaching within the standard school day or school year. Determining whether instruction is satisfactory should therefore focus on the following:

- a plan for educating the child
- plans to ensure literacy and numeracy at developmentally appropriate levels
- plans for assessing the child's achievement

If the board chooses to have a board official meet with the family, the following questions and requests may be used as a guide for the discussion:

- Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.
- What subjects are you teaching?
- What do you expect to accomplish with your child in English, mathematics, and other subjects this year?
- Is your instructional program based on the Ontario curriculum or on a different curriculum?
- If you follow the Ontario curriculum, which documents do you use?
- If you do not use Ontario curriculum documents, please describe the curriculum documents you do use.
- Please describe the typical kinds of activities that you provide for your child in the subjects you are teaching. Please provide samples of your child's work in each subject area.
- What types of materials do you use to assist you in accomplishing your plans (e.g., encyclopaedias, textbooks, magazines, newspapers, television programs, materials on the Internet, computer programs)?
- Please describe the techniques you use to assess your child's learning.
- Do you use community resources to support your instruction? If so, which ones?
- Do you network with other parents who provide home schooling? How?
- Please feel free to provide any other information that would help the board determine whether instruction is satisfactory.

If the board chooses to request a written submission from the parent, board officials may ask the parent to complete a form such as the sample form in appendix D.

If the board is unable to determine from this investigation whether the child is receiving satisfactory instruction at home, it may take further action, in accordance with subsection 24(2) and/or section 30 of the Education Act (for further information, see appendix A to this memorandum and the section entitled "Inquiries by the Provincial School Attendance Counsellor" on page 6 of this memorandum).

The Role of Home-Schooling Support Associations in an Investigation

When a board official is conducting the investigation, a member of a recognized support group for parents who provide home schooling may be present. These support groups include the Ontario Federation of Teaching Parents, the Ontario Christian Home Educators' Connection, the Home School Legal Defence Association of Canada, and the Catholic Home Schoolers' Association – Ontario.

Access to resources for parents providing home schooling

Parents who have given a school board written notification of their intent to provide home schooling may request access to the resources outlined below.

Assessments and Tests Administered by the Education Quality and Accountability Office

Parents providing home schooling may wish their child(ren) to participate in assessments for students in Grades 3, 6, and 9, and/or the Ontario Secondary School Literacy Test (normally given to students in Grade 10), all of which are administered by the Education Quality and Accountability Office (EQAO). These parents must contact the school board by September 30 (or another date specified by the school board) of the year in which the assessments/tests are being conducted for information about the dates, times, and locations. Parents who wish their children to participate in any of these assessments/tests will not be charged a fee either by the board or by the EQAO.

The board should provide space for these children at a local school at the time and on the dates when assessments/tests are being administered to the board's regular day school students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent of the date, time, and location of the assessment/test. It is the responsibility of the parent to provide transportation for the child to and from the site.

The EQAO will send the results of children who are receiving home schooling to the school where they participated in the assessment/test. Schools will send these children's results directly to the children's homes. The results of children who are receiving home schooling will not be included in school and board reports generated by the EQAO or by the schools and boards.

Courses Offered Through the Independent Learning Centre

A parent who wishes to enrol a child of compulsory school age in courses offered through the Independent Learning Centre (ILC) may do so, provided that the parent has notified the school board of the intent to provide home schooling. To enrol the child with the ILC, the parent must submit the enrolment form to the ILC, along with a letter from the school board (such as the sample letter in appendix C) indicating that the child is receiving home schooling and is excused from attendance at school.

Students taking courses through the ILC pay an administration fee that applies to every course offered by the ILC, including full-credit, half-credit, and non-credit courses. Parents may obtain information about fees and enrolment forms directly from the ILC.

Ministry of Education Curriculum Material

Parents who are providing home schooling may download curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the ministry's website, at www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Parents may contact Publications Ontario by calling its toll-free telephone number, 1-800-668-9938, or they may visit its website, at www.publications.gov.on.ca, for more information.

Support Services Offered by the Ministry of Health and Long-Term Care

Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the local community care access centres (CCACs) of the Ministry of Health and Long-Term Care. Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. The first criterion is that "the person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2)(a) of the Education Act." For a child who is receiving home schooling to be eligible for these services, the parent must provide the local CCAC with a letter from the school board (such as the sample letter in appendix C) indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

Clarification of related policy

Prior Learning Assessment and Recognition (PLAR)

Sections 6.6 and 6.7.2 and appendix 8, "Equivalent Diploma Requirements", of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)* will also apply to students enrolled in an Ontario secondary school, other than mature students (as defined in OSS), who are entering secondary school after having received home schooling.

Funding for Part-Time Attendance

The Ministry of Education provides funding to boards for students who attend school on a part-time basis. The per-pupil grants are prorated according to the amount of time the student is in attendance at the school.

Enrolment Registers

A school will not record a child who is receiving home schooling on a full-time basis in the enrolment register for full-time day school students. If, however, a student is receiving some instruction at a school operated by a board, the student's enrolment for this instruction will be recorded in the appropriate register. Refer to the Instructions section of the appropriate register for details.

Inquiries by the provincial school attendance counsellor

When a school board is unable to determine whether a child is receiving satisfactory instruction, it may request that the Provincial School Attendance Counsellor inquire into the case under subsection 24(2) of the Education Act. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct the inquiry. If the inquiry determines that the child is not receiving satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the school board must determine the appropriate action to be taken.

Before requesting an inquiry by the Provincial School Attendance Counsellor, the board should ensure that it has:

- taken appropriate steps to determine whether the child is receiving satisfactory instruction;
- retained documentation of its communication with the parents, including copies of written communication, notes on telephone calls and other verbal communication, a record of the types of communication (e.g., telephone call, registered letter), and a record of the number of attempts to communicate;
- retained documentation on the nature of the information and material provided by the parent in response to the board's investigation;
- prepared a factual summary of its investigation, including a conclusion,

which will be forwarded to the Provincial School Attendance Counsellor.

Appendix A: Legislation

The following sections of the Education Act are relevant to this memorandum:

- Subsection 21(1) requires every child to attend school from the age of six until the age of sixteen.
- Subsection 21(2) lists the legal reasons that a child may be excused from attending school. One of the reasons is that "the child is receiving satisfactory instruction at home or elsewhere", stated in clause (a).
- Subsection 21(5) requires parents to send children to school.
- Subsection 24(1) deals with the appointment of the Provincial School Attendance Counsellor, and subsection 24(2) sets out the authority and mandate of the Provincial School Attendance Counsellor to conduct an inquiry into the reasons for, and other circumstances related to, a child's non-attendance at school.
- Section 25 deals with the appointment by school boards of school attendance counsellors, and authorizes a school attendance counsellor to enforce compulsory school attendance.
- Section 26 sets out the duties and powers of school attendance counsellors.
- Section 30 deals with prosecution of parents or guardians for a child's non-attendance at school.
- Subsection 30(7) authorizes a court to order an inquiry under subsection 24(2).

Appendix B, C and D

The following forms are included in the appendix: (124 K - Adobe Acrobat file)

- Sample letter indicating notification of intent to provide home schooling
- Sample letter in response to a parent's notification
- Sample of form for gathering information in an investigation

---

[1] In this document, *school board* and *board* refer to district school boards and school authorities.

[2] In this document, *parent(s)* refers to parent(s) and guardian(s).

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Ontario

Ministry of Education

Policy / Program
Memorandum
No. 131

Appendix B: Sample Letter Indicating Notification of Intent to Provide Home Schooling

To the ____ (District) School Board:

I/We herewith provide the names, gender, and date of birth for *each child* of compulsory school age for whom I/we intend to provide home schooling.

First and Last Names	**Gender**	**Date of Birth**

Name of parent/guardian: ____

Home address: ____

____

Mailing address (if different from home address): ______________________________

____

Telephone: ____

I/We wish to notify the ______________________________ (District) School Board that I/we will be providing home schooling for our child(ren) starting in ____________________ . I/we understand our responsibility under the Education Act to provide satisfactory instruction for our school-age child(ren) and do hereby declare our intent to do so.

Signature of parent/guardian: ____

Date: ____

Appendix C: Sample Letter in Response to a Parent's Notification

Dear ____________________ ,

Thank you for notifying the __________________________________ (District) School Board of your intent to provide home schooling for your child(ren):

____

____

Your child(ren) is/are excused from attendance at school for the school year _________ under subsection 21(2), clause (a), of the Education Act, because your child(ren) is/are receiving satisfactory instruction at home.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 [*or another date specified by the school board*] for information about the dates, times, and locations.

Enclosed please find a copy of Policy/Program Memorandum No. 131, "Home Schooling", issued by the Ministry of Education.

Sincerely,

Signature of school board official: ____
Name of school board official: ____
Title of school board official: ____
Date: ____

Attachment

Appendix D: Sample of Form for Gathering Information in an Investigation

Please complete this form and return it to the school board, along with the additional material requested below. If you need more space, attach additional sheets.

Program Planning

This section is intended to give the board information on your short- and long-range plans for your child's education.

Please describe your plan for your child's learning by answering the following questions:

Do you make instructional plans? YES ☐ NO ☐

Do you spend regularly planned instructional time with your child? YES ☐ NO ☐

Do you have a daily work schedule for your child's home schooling? YES ☐ NO ☐

If yes, please describe it.

____

____

____

____

____

____

What subjects are you teaching?

____

____

____

____

____

____

What do you expect to accomplish with your child in English, mathematics, and other subjects this year?

____

____

____

____

____

____

Ontario Ministry of Education

Policy / Program Memorandum No. 131

Instructional Program

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education? YES ☐ NO ☐

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

Language ☐

Mathematics ☐

Science and Technology ☐

Social Studies/History and Geography ☐

The Arts ☐

Health and Physical Education ☐

French As a Second Language ☐

Secondary Curriculum Policy Documents ☐

Please specify: ____

____

____

____

Note: Ministry of Education curriculum policy documents and curriculum support material may be downloaded free of charge from the ministry's website, at http://www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Contact Publications Ontario by using its toll-free telephone number, 1-800-668-9938, or visit its website, at http://www.publications.gov.on.ca, for more information.

Other Materials

Please list any other curriculum documents that you use to help you design your instructional program.

____

____

____

____

Instructional Activities

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, mathematics, and other subjects? Please include samples of your child's work in each subject area.

Instructional Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction.

Encyclopaedias/reference books (please list):

Textbooks:

English ☐

Mathematics ☐

Other subjects ☐ Please list:

Names of textbooks used:

Supplementary materials used:

	Very Often	Often	Seldom	Never
Magazines	☐	☐	☐	☐
Newspapers	☐	☐	☐	☐
Science kits	☐	☐	☐	☐
Films	☐	☐	☐	☐
Slides	☐	☐	☐	☐
Tape recordings	☐	☐	☐	☐
Maps	☐	☐	☐	☐
Charts	☐	☐	☐	☐
Models/mock-ups	☐	☐	☐	☐
Television programs	☐	☐	☐	☐
Radio programs	☐	☐	☐	☐
Posters	☐	☐	☐	☐
Computer programs	☐	☐	☐	☐

Other supplementary materials (please specify):

____

____

____

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child's progress in learning.

What techniques do you use to assess student learning? Please describe them.

____

____

____

____

____

____

Resources

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

Public library	☐
YMCA/YWCA	☐
Community centre	☐
Local gym facilities	☐
Public swimming pool	☐
Museums	☐
Art galleries	☐
Recreational/educational/social groups (e.g., Scouts, Guides)	☐
Nature interpretive centres	☐
Camping areas	☐
Youth groups	☐ Please specify: ____________________ ____________________ ____________________

Networking with other families that provide home schooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

Ontario Federation of Teaching Parents	☐
Ontario Christian Home Educators' Connection	☐
Catholic Home Schoolers' Association – Ontario	☐
Other organizations or groups	☐ Please specify: ____________________ ____________________ ____________________

Other Information

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

____

____

____

____

____

____

Parent's/guardian's name: ______________________________

Date: ______________________________

Policy/Program Memorandum No. 131

Date of Issue: June 17, 2002 **Effective:** Until revoked or modified

Subject: **HOME SCHOOLING**

Application: Chairs of District School Boards
Directors of Education
Secretaries of School Authorities
Principals of Elementary Schools
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Principal of Independent Learning Centre

Introduction

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- Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.
- What subjects are you teaching?
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- Do you use community resources to support your instruction? If so, which ones?
- Do you network with other parents who provide home schooling? How?
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If the board chooses to request a written submission from the parent, board officials may ask the parent to complete a form such as the sample form in appendix D.

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The board should provide space for these children at a local school at the time and on the dates when assessments/tests are being administered to the board's regular day school students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent of the date, time, and location of the assessment/test. It is the responsibility of the parent to provide transportation for the child to and from the site.

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Parents who are providing home schooling may download curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the ministry's website, at www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Parents may contact Publications Ontario by calling its toll-free telephone number, 1-800-668-9938, or they may visit its website, at www.publications.gov.on.ca, for more information.

Support Services Offered by the Ministry of Health and Long-Term Care

Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the local community care access centres (CCACs) of the Ministry of Health and Long-Term Care. Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. The first criterion is that "the person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2)(a) of the Education Act." For a child who is receiving home schooling to be eligible for these services, the parent must provide the local CCAC with a letter from the school board (such as the sample letter in appendix C) indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

Clarification of related policy

Prior Learning Assessment and Recognition (PLAR)

Sections 6.6 and 6.7.2 and appendix 8, "Equivalent Diploma Requirements", of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)* will also apply to students enrolled in an Ontario secondary school, other than mature students (as defined in OSS), who are entering secondary school after having received home schooling.

Funding for Part-Time Attendance

The Ministry of Education provides funding to boards for students who attend school on a part-time basis. The per-pupil grants are prorated according to the amount of time the student is in attendance at the school.

Enrolment Registers

A school will not record a child who is receiving home schooling on a full-time basis in the enrolment register for full-time day school students. If, however, a student is receiving some instruction at a school operated by a board, the student's enrolment for this instruction will be recorded in the appropriate register. Refer to the Instructions section of the appropriate register for details.

Inquiries by the provincial school attendance counsellor

When a school board is unable to determine whether a child is receiving satisfactory instruction, it may request that the Provincial School Attendance Counsellor inquire into the case under subsection 24(2) of the Education Act. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct the inquiry. If the inquiry determines that the child is not receiving satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the school board must determine the appropriate action to be taken.

Before requesting an inquiry by the Provincial School Attendance Counsellor, the board should ensure that it has:

- taken appropriate steps to determine whether the child is receiving satisfactory instruction;
- retained documentation of its communication with the parents, including copies of written communication, notes on telephone calls and other verbal communication, a record of the types of communication (e.g., telephone call, registered letter), and a record of the number of attempts to communicate;
- retained documentation on the nature of the information and material provided by the parent in response to the board's investigation;
- prepared a factual summary of its investigation, including a conclusion,

which will be forwarded to the Provincial School Attendance Counsellor.

Appendix A: Legislation

The following sections of the Education Act are relevant to this memorandum:

- Subsection 21(1) requires every child to attend school from the age of six until the age of sixteen.
- Subsection 21(2) lists the legal reasons that a child may be excused from attending school. One of the reasons is that "the child is receiving satisfactory instruction at home or elsewhere", stated in clause (a).
- Subsection 21(5) requires parents to send children to school.
- Subsection 24(1) deals with the appointment of the Provincial School Attendance Counsellor, and subsection 24(2) sets out the authority and mandate of the Provincial School Attendance Counsellor to conduct an inquiry into the reasons for, and other circumstances related to, a child's non-attendance at school.
- Section 25 deals with the appointment by school boards of school attendance counsellors, and authorizes a school attendance counsellor to enforce compulsory school attendance.
- Section 26 sets out the duties and powers of school attendance counsellors.
- Section 30 deals with prosecution of parents or guardians for a child's non-attendance at school.
- Subsection 30(7) authorizes a court to order an inquiry under subsection 24(2).

Appendix B, C and D

The following forms are included in the appendix: (124 K - Adobe Acrobat file)

- Sample letter indicating notification of intent to provide home schooling
- Sample letter in response to a parent's notification
- Sample of form for gathering information in an investigation

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[1] In this document, *school board* and *board* refer to district school boards and school authorities.

[2] In this document, *parent(s)* refers to parent(s) and guardian(s).

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Appendix B: Sample Letter Indicating Notification of Intent to Provide Home Schooling

To the ______________________________ (District) School Board:

I/We herewith provide the names, gender, and date of birth for *each child* of compulsory school age for whom I/we intend to provide home schooling.

First and Last Names	Gender	Date of Birth

Name of parent/guardian: ______________________________

Home address: ______________________________

____

Mailing address (if different from home address): ______________________________

____

Telephone: ______________________________

I/We wish to notify the ______________________________ (District) School Board that I/we will be providing home schooling for our child(ren) starting in ______________________ . I/we understand our responsibility under the Education Act to provide satisfactory instruction for our school-age child(ren) and do hereby declare our intent to do so.

Signature of parent/guardian: ______________________________

Date: ______________________________

Appendix C: Sample Letter in Response to a Parent's Notification

Dear ____________________ ,

Thank you for notifying the __________________________________ (District) School Board of your intent to provide home schooling for your child(ren):

____

____

Your child(ren) is/are excused from attendance at school for the school year _________ under subsection 21(2), clause (a), of the Education Act, because your child(ren) is/are receiving satisfactory instruction at home.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 [*or another date specified by the school board*] for information about the dates, times, and locations.

Enclosed please find a copy of Policy/Program Memorandum No. 131, “Home Schooling”, issued by the Ministry of Education.

Sincerely,

Signature of school board official: ____
Name of school board official: ____
Title of school board official: ____
Date: ____

Attachment

Appendix D: Sample of Form for Gathering Information in an Investigation

Please complete this form and return it to the school board, along with the additional material requested below. If you need more space, attach additional sheets.

Program Planning

This section is intended to give the board information on your short- and long-range plans for your child's education.

Please describe your plan for your child's learning by answering the following questions:

Do you make instructional plans? YES ☐ NO ☐

Do you spend regularly planned instructional time with your child? YES ☐ NO ☐

Do you have a daily work schedule for your child's home schooling? YES ☐ NO ☐

If yes, please describe it.

What subjects are you teaching?

What do you expect to accomplish with your child in English, mathematics, and other subjects this year?

Instructional Program

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education? YES ☐ NO ☐

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

Language ☐

Mathematics ☐

Science and Technology ☐

Social Studies/History and Geography ☐

The Arts ☐

Health and Physical Education ☐

French As a Second Language ☐

Secondary Curriculum Policy Documents ☐

Please specify: ______________________________

____

____

____

Note: Ministry of Education curriculum policy documents and curriculum support material may be downloaded free of charge from the ministry's website, at http://www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Contact Publications Ontario by using its toll-free telephone number, 1-800-668-9938, or visit its website, at http://www.publications.gov.on.ca, for more information.

Other Materials
Please list any other curriculum documents that you use to help you design your instructional program.

____

____

____

____

Instructional Activities

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, mathematics, and other subjects? Please include samples of your child's work in each subject area.

Instructional Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction.

Encyclopaedias/reference books (please list):

Textbooks:

English ☐

Mathematics ☐

Other subjects ☐ Please list:

Names of textbooks used:

Supplementary materials used:

	Very Often	*Often*	*Seldom*	*Never*
Magazines	☐	☐	☐	☐
Newspapers	☐	☐	☐	☐
Science kits	☐	☐	☐	☐
Films	☐	☐	☐	☐
Slides	☐	☐	☐	☐
Tape recordings	☐	☐	☐	☐
Maps	☐	☐	☐	☐
Charts	☐	☐	☐	☐
Models/mock-ups	☐	☐	☐	☐
Television programs	☐	☐	☐	☐
Radio programs	☐	☐	☐	☐
Posters	☐	☐	☐	☐
Computer programs	☐	☐	☐	☐

Other supplementary materials (please specify):

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child's progress in learning.

What techniques do you use to assess student learning? Please describe them.

Resources

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

Public library ☐

YMCA/YWCA ☐

Community centre ☐

Local gym facilities ☐

Public swimming pool ☐

Museums ☐

Art galleries ☐

Recreational/educational/social groups (e.g., Scouts, Guides) ☐

Nature interpretive centres ☐

Camping areas ☐

Youth groups ☐ Please specify:

____

____

____

Networking with other families that provide home schooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

Ontario Federation of Teaching Parents ☐

Ontario Christian Home Educators' Connection ☐

Catholic Home Schoolers' Association – Ontario ☐

Other organizations or groups ☐ Please specify:

____

____

____

Other Information

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

____

____

____

____

____

____

Parent's/guardian's name: ______________________________

Date: ______________________________

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Policy/Program Memorandum No. 132

Date of Issue: May 7, 2003 **Effective:** Until revoked or modified

Subject: **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR MATURE STUDENTS: IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS**

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools
Principal of the Independent Learning Centre

Introduction

This memorandum provides direction to school boards[1] and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*, section 6.6: Prior Learning Assessment and Recognition, for mature students[2] who are enrolled in Ontario secondary schools including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition (PLAR).

Beginning on February 1, 2004, the new PLAR requirements set out in this memorandum will come into effect, and will apply to the following two groups of mature students:

1. mature students who are *new* to the Ontario secondary school system as of February 1, 2004, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements
2. mature students who were *enrolled as regular day school students* in the Ontario secondary school system, and were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later; and who return to school as mature students on

February 1, 2004, or later to work towards the OSSD under OSS diploma requirements

The following groups of mature students may be granted equivalent credits under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements*, 1989, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students:

3. mature students who were *enrolled previously* in the Ontario secondary school system, and were placed in Grade 9 before 1999–2000, Grade 10 before 2000–2001, Grade 11 before 2001–02, or Grade 12 before 2002–03; and who are working towards the OSSD under OSIS diploma requirements; OR mature students who were *enrolled previously* in the Ontario secondary school system and who are working towards the Secondary School Graduation Diploma (SSGD) under *Circular H.S.1*, 1979–81
4. mature students who were *new* to the Ontario secondary school system, and were *enrolled as mature students* in the Ontario secondary school system *before February 1, 2004*; who were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later; and who are working towards the OSSD under OSS diploma requirements

Note: The principal is responsible for determining whether the mature student was previously enrolled in the Ontario secondary school system (under OSS, OSIS, or *Circular H.S.1*, 1979–81) on the basis of written evidence of previous enrolment (e.g., an Ontario secondary school report card, an Ontario Student Transcript).

If, upon returning to the Ontario secondary school system, mature students in groups 3 and 4 *choose* to have their prior learning assessed and credits granted through the PLAR process under OSS, such students will be required to meet OSS diploma requirements. For details on diploma requirements, see OSS, OSIS, and appendix 1 to this memorandum.

This memorandum sets out the PLAR process under OSS unless otherwise noted.

The prior learning assessment and recognition process

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.

The "equivalency" process for mature students involves (1) individual assessment[3] for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The "challenge" process for mature students is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

From February 1, 2004, until the end of the 2003–04 school year, credits may be granted through the PLAR equivalency process to students working towards the OSSD under OSIS for specific Grade 12 courses and Ontario Academic Courses (OACs) selected from among the limited number of courses under OSIS that boards may offer. Until the end of the 2003–04 school year, credits may be granted through the PLAR challenge process to students working towards the OSSD under OSIS for such Grade 12 courses and OACs.

All boards are responsible for developing and implementing PLAR policies and procedures for mature students that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

As stated in OSS, section 6.6, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student through the equivalency process at the discretion of the principal, following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials and/or other appropriate documentation for assessment through the equivalency process; or (3) they may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the necessary courses at a secondary school, through correspondence, or through any of the alternative ways described in section 6.8 of OSS. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Boards, with the exception of inspected private schools that choose to implement PLAR, will not charge mature students fees for undergoing the challenge or equivalency process. Ontario Regulation 285 (Continuing Education) under the *Education Act* does not permit publicly funded school boards to charge fees for continuing education credit courses.

This memorandum contains direction to boards and schools concerning both the

equivalency process and the challenge process.

Responsibilities of boards

All boards must develop and implement policies and procedures related to the challenge and equivalency processes that are consistent with provincial policy (OSS, sections 6.6 and 8.2). It should be noted that appendix 8 to OSS relates *only* to regular day school students. All boards must implement these policies and procedures for mature students beginning on February 1, 2004. Inspected private schools that choose to implement PLAR for mature students, however, may implement these policies and procedures on February 1, 2004, or at any time following February 1, 2004.

Boards must also ensure that a clear statement is published in the school course calendars outlining (1) when mature students may undergo individual assessment for the purpose of obtaining Grade 9 and 10 credits, (2) when they may present education and training credentials and/or other appropriate documentation for assessment through the equivalency process for the purpose of obtaining Grade 11 and 12 credits, (3) when they may challenge for credit for Grade 11 and 12 courses, and (4) what opportunities for challenge are available at schools under the jurisdiction of the board (OSS, section 5.3.1). Boards will determine the time frame for the completion of the challenge and equivalency processes for specific Grade 11 and 12 credit courses.

It should be noted that a board is not obliged to provide opportunities for mature students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

For consistency across the province, boards must use the forms provided under "Required Forms" in appendix 2 to this memorandum for recording results for mature students. No changes of any kind may be made to these forms. See also the section "Record Keeping" in this memorandum.

Boards may use the sample forms provided in appendix 2 for applications and/or for recording assessment of challenge for credit for a course, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the October Board Reports the types and extent of PLAR assessment services provided to mature students. Boards will also report the types and extent of PLAR assessment services delivered during the fiscal year on their ministry financial reporting forms (i.e., estimates, revised estimates, and financial statements). Boards will report the following:

- the number of mature students who received an individual assessment for up to 16 Grade 9 and 10 credits during the school year (one assessment per mature student per fiscal year *only*)
- the number of mature students who received an equivalency assessment for

up to 10 Grade 11 and 12 credits during the school year (one assessment per mature student per fiscal year *only*)
- the number of completed challenges for credit for Grade 11 and 12 courses (up to 10 full-credit courses per student, or the equivalent in half-credit courses), whether successfully or unsuccessfully completed

Responsibilities of school principals

PLAR procedures for mature students will be carried out under the direction of the school principal[4], who grants credits. The principal is responsible for the implementation of PLAR in accordance with section 6.6 of OSS and this memorandum. Principals should note that appendix 8: Equivalent Diploma Requirements in OSS applies only to regular day school students, not to mature students.

Principals will ensure that mature students who do not have appropriate documentation of prior learning owing to extraordinary circumstances (e.g., students who are refugees) will receive advice concerning the gathering and giving of evidence.

Equivalency Process

Grade 9 and 10 credits

The principal will:

- ensure that mature students are informed that they are responsible for initiating the process of individual assessment for the purpose of obtaining Grade 9 and 10 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about the policies and procedures related to the individual assessment of mature students, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see under "Record Keeping" in this memorandum);
- determine whether the student can be granted up to 16 Grade 9 and 10 credits, on the basis of transcripts indicating successful completion of two years of secondary school that are comparable to Ontario Grade 9 and 10;
- determine, in the absence of transcripts, the number of Grade 9 and 10 credits to be granted following an individual assessment;
- record any Grade 9 and 10 credits granted on the appropriate form (see "Record Keeping" and appendix 2).

Grade 11 and 12 credits

The principal will:

- ensure that mature students are informed that they are responsible for initiating the equivalency process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements;

- ensure that every prospective applicant is informed about policies and procedures related to the equivalency process for mature students, including policies on and procedures for recording Grade 11 and 12 results in the OSR and on the OST (see under "Record Keeping" in this memorandum);
- ensure that every prospective applicant is provided with an application form for the equivalency process for mature students (see the form in appendix 2 to this memorandum), as well as materials that indicate what is expected in the Grade 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to be granted credits;
- evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether the student should begin the equivalency process;
- determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 or 12 course in one of the Ontario curriculum policy documents published in 2000 or later;
- determine whether equivalency should be granted for a specific full- or half-credit course;
- record any Grade 11 and 12 credits granted on the appropriate form (see "Record Keeping" and appendix 2).

Challenge Process

The principal will:

- ensure that mature students are informed that they are responsible for initiating the challenge process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the OSR and on the OST (see under "Record Keeping" in this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in appendix 2 to this memorandum), as well as materials that indicate what is expected in the Grade 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- determine whether the student should challenge for credit for a specific full- or half-credit course;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

Principals of schools operated by boards – with the exception of inspected private schools that choose to implement PLAR – must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies governing the equivalency process

Grade 9 and 10 Credits

As stated previously, up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment. These Grade 9 and 10 credits must meet the diploma requirements that would usually be met through successful completion of the Grade 9 and 10 program.

Each mature student who does not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system – or in an education system outside Ontario or Canada that is comparable to the Ontario system – will be required to successfully complete an individual assessment before being granted any Grade 9 and 10 credits. This will consist of assessment in English, mathematics, science, and Canadian history and Canadian geography. The principal may grant up to 4 Grade 9 and 10 credits for demonstrated achievement in each of these 4 subject areas. If the principal grants fewer than 4 credits for any of these subject areas, he or she will determine how the student will obtain the remaining credits.

Each mature student who has evidence of *partial completion* of the first two years of secondary school in the Ontario education system – or in an education system outside Ontario or Canada that is comparable to the Ontario system – will be required to successfully complete an individual assessment in English, mathematics, science, and Canadian history and Canadian geography in order to earn the credits required to bring the total up to 16 Grade 9 and 10 credits.

The principal has the authority to defer assessment on Grade 9 and 10 Canadian geography and Canadian history until the student has had sufficient time to develop language skills at a Grade 11 or 12 level and, for students new to Canada, to become more familiar with Canadian culture. Before granting an OSSD, however, the principal will ensure that the student has successfully completed the assessment on Grade 9 and 10 Canadian geography and history.

The principal may grant, at his or her discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC, as specified in OSS, section 3.3: The Ontario Secondary School Certificate. Note that, whereas the OSSC may only be granted to regular day school students who have met OSSC requirements *and* are leaving school before earning the OSSD, the OSSC may be granted to mature students who have met OSSC requirements and are also planning to earn the OSSD in the future.

Grade 11 and 12 Credits

It is recommended that principals delay assigning Grade 11 and 12 equivalent credits until mature students have met the PLAR requirement of taking and successfully completing 4 Grade 11 and 12 courses.

The following types of credentials and other documentation may be accepted for the purpose of determining whether to grant Grade 11 and 12 equivalent credits:

- formal transcripts issued by a recognized educational or training institution or a government ministry in Ontario or outside Ontario (e.g., a secondary school, a provincial college of applied arts and technology, a university, a ministry of education or training)
- Certificates of Apprenticeship and Certificates of Qualification for apprenticeships granted by or recognized by the Ontario Ministry of Training, Colleges and Universities
- other appropriate documentation of learning gained from other programs, courses, or work experiences

In all these cases, the principal is responsible for ensuring that equivalent credits are granted to mature students only if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.

Principals may grant half-credits to mature students through the equivalency process if the documented prior learning relates directly to the Ontario curriculum expectations for specific half-credit courses. See the policy on half-credit courses on pages 6 and 7 of *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. This policy on half-credit courses now also applies to courses that are part of adult education programs – i.e., half-credit courses may also be developed for mature students, in accordance with the existing policy.

Policies governing the challenge process

Grade 11 and 12 Credits

The challenge process is an evaluation process. It may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Mature students may challenge for credit for up to 10 Grade 11 and 12 courses in provincial curriculum policy documents. However, they may obtain no more than 10 Grade 11 and 12 credits through the challenge and equivalency processes combined. There is no maximum on the number of credits that may be obtained in any one discipline.[5] (See OSS, section 6.6.)

Mature students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS section 6.6, and in this memorandum, and with policies and procedures established by the board. In cases where a mature student disagrees with the decision of the principal about whether or not the student should challenge for credit, the mature student may ask the appropriate supervisory officer to review the matter.

Mature students may use certificates or other records of accomplishment earned

outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4: Music Certificates Accepted for Credits however, are not required to challenge for credit for the appropriate music courses but are granted credits in accordance with appendix 4 and section 6.8.6.

A mature student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Principals may grant half-credits to mature students who successfully challenge for credit for specific half-credit courses. See the policy on half-credit courses on pages 6 and 7 of *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. This policy on half-credit courses now applies to courses that are part of adult education programs – i.e., half-credit courses may also be developed for mature students, in accordance with the existing policy.

A student cannot be granted credits through the challenge process for any of the following courses:

- a course previously failed
- a course for which the student has already earned a credit but for which he or she wishes to improve the mark
- a course in any subject if a credit has already been granted for a course in that subject in a later grade
- a course for which there is significant overlap with a course for which credit has been granted
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS
- the Ontario Secondary School Literacy Course

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

Mature students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record keeping

Boards will ensure that the appropriate PLAR "Cumulative Tracking Record" forms for mature students, which are provided in appendix 2, are maintained and included in the student's OSR. These forms are intended to track the number of credits that a mature student has obtained through the equivalency and challenge processes and the disciplines in which these credits have been obtained, as well as failures and withdrawals.

PLAR "Interim Tracking Record" forms for mature students, which are also provided in appendix 2, will be maintained for credits obtained through the equivalency and challenge processes in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" forms to communicate the student's results to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's results in the equivalency process or attempts to challenge for credit, the additional form(s) should be attached to the original form.)

Equivalency Process

Grade 9 and 10 credits

Principals will ensure that the results of a mature student's individual assessment are recorded on the "Cumulative Tracking Record" form and, if required, on the "Interim Tracking Record" form for Grade 9 and 10 credits. Up to 4 credits for each of English mathematics, science, and Canadian history and Canadian geography will be entered on the appropriate form.

Entries on the student's OST must be made in accordance with *The Ontario Studen Transcript (OST): Manual, 1999*. The following information must be entered on the OST:

- the equivalent credits granted for Grades 9 and 10, entered as *one total*
- the notation "Equivalent Credits" in the "Course Title" column, and the code "PLE" in the "Course Code" column
- the total number of equivalent credits (up to 16) in the "Credit" column
- the total number of compulsory credits granted as equivalent credits (up to 14 compulsory credits for mature students working under OSS diploma requirements)

Grade 11 and 12 credits

Principals will ensure that equivalent credits for mature students are recorded on the "Cumulative Tracking Record" form and, if required, on the "Interim Tracking Record" form for Grade 11 and 12 credits. The appropriate value for individual credits granted or earned must be entered on the tracking record forms.

Entries on the student's OST must be made in accordance with *The Ontario Studen Transcript (OST): Manual, 1999*. Beginning February 1, 2004, the following information must be entered on a mature student's OST, in accordance with Procedure 2 in the OST manual:

- the appropriate course codes for equivalent credits granted for all Grade 11 and 12 courses through the equivalency process
- the code "EQV" in the "Percentage Grade" column
- the appropriate value for individual credits granted or earned in the "Credit" column
- an "X" in the "Compulsory" column for each compulsory credit granted

The only mature students to whom these new PLAR requirements do not apply are students in groups 3 and 4. Principals will follow Procedure 1 in *The Ontario Studen Transcript (OST): Manual, 1999* for recording equivalent credits granted to these students. However, if any of these students choose to have their prior learning assessed and credits granted through the PLAR process under OSS and therefore to meet the requirements for the OSSD under OSS, records for these students must be kept in accordance with the new PLAR requirements described above and outlined in *The Ontario Student Transcript (OST): Manual, 1999* as Procedure 2.

Challenge Process

Principals will ensure that the following entries are made on a mature student's "Cumulative Tracking Record" form and "Interim Tracking Record" form, as

applicable:

- For challenges for credit for Grade 11 or 12 courses, the student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the mature student's OST:

- For challenges for credit for Grade 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process. See *The Ontario Student Transcript (OST): Manual, 1999*, pages 12 and 13, for additional information.

Appendix 1: Diploma requirements for mature students

Mature students in Ontario secondary schools will continue to work towards their diploma in accordance with the requirements in effect when they first enrolled in the Ontario secondary school system. Students may work towards the following diplomas:

- OSSD under OSS, for students who entered the Ontario secondary school system and were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later
- OSSD under OSIS, for students who entered the Ontario secondary school system and were placed in Grade 9 before 1999–2000, Grade 10 before 2000–2001, Grade 11 before 2001–02, or Grade 12 before 2002–03
- SSGD under *Circular H.S.1*, 1979–81 for students who entered an Ontario secondary school program before September 1, 1984

If, however, upon returning to the Ontario secondary school system, mature students in groups 3 and 4 *choose* to have their prior learning assessed and credits granted through the PLAR process under OSS, such students will be required to meet OSS diploma requirements.

OSSD Under OSS Diploma Requirements

Note that appendix 8: Equivalent Diploma Requirements in OSS applies only to regular day school students. The requirements for mature students are outlined in OSS in section 6.6.

If a mature student who is working towards the OSSD under OSS diploma requirements has not already successfully completed each of the 4 Grade 11 and 12 compulsory credit requirements, he or she is required to complete each of these diploma requirements, as follows.

English, Grade 11 and 12

To obtain a Grade 11 credit in English that meets the compulsory credit requirement a mature student must successfully complete English, Grade 11, College Preparation (ENG3C) or English, Grade 11, Workplace Preparation (ENG3E) or English Grade 11, University Preparation (ENG3U); or challenge for credit for one of the above Grade 11 English courses successfully; or provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for one of these three Grade 11 English courses. No substitution is permitted.

To obtain a Grade 12 credit in English that meets the compulsory credit requirement a mature student must successfully complete English, Grade 12, College Preparation (ENG4C) or English, Grade 12, Workplace Preparation (ENG4E) or English Grade 12, University Preparation (ENG4U). *The student must take the course.* No substitution is permitted.

Note: If a mature student takes and successfully completes ESL 4 or 5 to meet one English compulsory credit requirement, he or she must also successfully complete one of the Grade 11 or 12 English courses listed above. *The student must take the Grade 11 or 12 English course.* No substitution is permitted.

Mathematics, Grade 11 or 12

To obtain a Grade 11 or 12 credit in mathematics that meets the compulsory credit requirement, a mature student must successfully complete the course, challenge successfully for credit for the course, or provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for the course.

Note: Instead of taking the Grade 11 or 12 mathematics course, a mature student may ask to be allowed to substitute any Grade 9, 10, 11, or 12 course that is from one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Science, Grade 11 or 12, OR *Technological Education, Grade 9, 10, 11, or 12*

To obtain a Grade 11 or 12 credit in science or a Grade 9, 10, 11, or 12 credit in technological education that meets the compulsory credit requirement, a mature student must (1) successfully complete the course, (2) challenge successfully for credit for the course, or (3) provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for a Grade 11 or 12 science course *or* for a technological education course in Grade 9, 10, 11, or 12 that is in one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Note: Instead of taking the science or technology education course, a mature student may ask to be allowed to substitute any Grade 9, 10, 11, or 12 course that is from one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Ontario Secondary School Literacy Test

Mature students working towards the OSSD under OSS diploma requirements must also satisfy the diploma requirement with regard to successful completion of the Ontario Secondary School Literacy Test. A mature student who has failed the Ontario Secondary School Literacy Test and has had two opportunities to take the test may take the Ontario Secondary School Literacy Course. If the student successfully completes the Ontario Secondary School Literacy Course, he or she will have met the diploma requirement for successful completion of the Ontario Secondary School Literacy Test.

Community Involvement Activities

Principals will determine the number of hours of community involvement activities that a mature student who is working towards the OSSD under OSS diploma requirements will have to complete.

OSSD Under OSIS Diploma Requirements

Principals will continue to determine which compulsory credit requirements (if any) must still be completed by a mature student to earn the OSSD under OSIS diploma requirements. The principal will refer to OSIS, sections 4.10 and 6.14, and use appendix D of OSIS at his or her discretion, provided that the requirements outlined in appendix D have been met.

Secondary School Graduation Diploma (SSGD)

A mature student who entered an Ontario secondary school program before September 1, 1984, will continue to work towards the SSGD. The process for assessing equivalent credit allowances and granting credits that is described in OSIS will apply to mature students working towards the SSGD.

Chart 1

This chart shows which diploma requirements apply to mature students – that is, requirements given in OSS, OSIS, and *Circular H.S.1*, 1979–81.

DIPLOMA REQUIREMENTS FOR MATURE STUDENTS

OSS	OSIS	*Circular H.S.1*
OSS diploma requirements apply to mature students who were enrolled for the first time in an Ontario secondary school program and placed in: ▸ Grade 9 in 1999–2000 or later	OSIS diploma requirements apply to mature students who were enrolled in an Ontario secondary school program and placed in: ▸ Grade 9 before 1999–2000 ▸ Grade 10 before 2000–2001	Diploma requirements in *Circular H.S.1* for the SSGD apply to mature students who were enrolled in an Ontario secondary school program before September 1, 1984.

▸ Grade 10 in 2000–2001 or later ▸ Grade 11 in 2001–02 or later ▸ Grade 12 in 2002–03 or later	▸ Grade 11 before 2001–02 ▸ Grade 12 before 2002–03	

Adobe Acrobat (PDF) version of Chart 1. (26 K)

Chart 2

This chart shows which assessment process – PLAR under OSS or "equivalent standing" under OSIS – must be used for each of the four groups of mature students described in the introduction section of this memorandum.

ASSESSMENT PROCESSES FOR MATURE STUDENTS

PLAR Process Under OSS	Process Under OSIS
Group 1 students **OSS** section 6.6: Prior Learning Assessment and Recognition policy and **OSS** diploma requirements apply to mature students who enrolled for the first time in the Ontario secondary school system and who were placed in Grade 9, 10, 11, or 12 on or after February 1, 2004.	**Group 3 students** **OSIS** section 6.14: Equivalent Standing for Mature Students policy and **OSIS** diploma requirements apply to mature students who were enrolled previously in the Ontario secondary school system and who were placed in: ▸ Grade 9 before 1999–2000 ▸ Grade 10 before 2000–2001 ▸ Grade 11 before 2001–02 ▸ Grade 12 before 2002–03 **OSIS** section 6.14: Equivalent Standing for Mature Students policy and **SSGD** requirements under *Circular H.S.1*, 1979–81 apply to mature students who were enrolled in the Ontario secondary school system before September 1, 1984.
Group 2 students **OSS** section 6.6: Prior Learning Assessment and Recognition policy and **OSS** diploma requirements apply to mature students who were enrolled as regular day school students in the Ontario secondary school system and	**Group 4 students** **OSIS** section 6.14: Equivalent Standing for Mature Students policy and **OSS** diploma requirements apply to mature students who were new to the Ontario secondary school system and who were enrolled as mature students in the Ontario secondary school

who were placed in: Grade 9 in 1999–2000 or later Grade 10 in 2000–2001 or later Grade 11 in 2001–02 or later Grade 12 in 2002–03 or later OSS PLAR policy applies to those in this group who return to the Ontario secondary school system as mature students on or after February 1, 2004.	system before February 1, 2004, and who were placed in: Grade 9 in 1999–2000 or later Grade 10 in 2000–2001 or later Grade 11 in 2001–02 or later Grade 12 in 2002–03 or later *Note:* Mature students to whom the OSIS process applies may choose to have their prior learning assessed and credits granted according to OSS PLAR requirements. Such students will be required to meet OSS diploma requirements.

Adobe Acrobat (PDF) version of Chart 2. (33 K)

Appendix 2: PLAR forms for mature students

The forms listed below are provided as Adobe Acrobat files.

Required Forms

- PLAR for Mature Students – Individual Assessment for Grade 9 and 10 Credits: Cumulative Tracking Record (24 K)
- PLAR for Mature Students – Individual Assessment for Grade 9 and 10 Credits: Interim Tracking Record (24 K)
- PLAR for Mature Students – Challenge Process for Grade 11 and 12 Credits: Cumulative Tracking Record (23 K)
- PLAR for Mature Students – Challenge Process for Grade 11 and 12 Credits: Interim Tracking Record (23 K)
- PLAR for Mature Students – Equivalency Process for Grade 11 and 12 Credits: Cumulative Tracking Record (24 K)
- PLAR for Mature Students – Equivalency Process for Grade 11 and 12 Credits: Interim Tracking Record (24 K)

Sample Forms

- PLAR for Mature Students: Application to Challenge for Credit for a Course (28 K)
- PLAR for Mature Students: Application for Assessment for Grade 11 and 12 Credits Through the Equivalency Process (28 K)
- PLAR for Mature Students: Record of Assessment of Challenge for Credit for

a Course (32 K)

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[1] Unless otherwise specified, the term *board(s)* in this memorandum refers to district school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR

[2] A mature student is a student who is at least eighteen years of age (i.e., an adult) on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

[3] An individual assessment includes all assessment activities related to the granting of up to 16 Grade 9 and 10 credits to any one mature student in any one school year.

[4] For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

[5] The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline.

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Location : Home > Elementary and Secondary > School and Board Services > Policy/Program Memoranda > PPM No. 133

Policy/Program Memorandum No. 133

Date of Issue: January 5, 2004 **Effective:** Until revoked or modified

Subject: **MUSIC CERTIFICATES ACCEPTED FOR CREDITS**

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools
Principal of the Independent Learning Centre

Reference: This memorandum replaces appendix 4 to *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

Introduction

The purpose of this memorandum is to provide details for school boards and schools of revisions made to requirements in appendix 4 to *Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), "Music Certificates Accepted for Credits". These revised requirements apply to students who are enrolled in Ontario secondary schools, including Provincial Schools Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement the provisions under "Music Certificates Accepted for Credits". They apply to regular day school students who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements and to mature students who are working towards the OSSD under either OSS or OSIS diploma requirements.

The requirements outlined in this memorandum apply to the acceptance of music certificates for credit in the 2003–04 school year and in subsequent years.

Revised Requirements

The following are the revised requirements for acceptance of music certificates for

credits towards the OSSD.

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD *in addition to* any other non-Grade 12 university/college preparation music credits earned in the school:

    - Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto
    - Grade VII Practical and Grade III Theory of Conservatory Canada, London
    - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
    - Grade VII Practical and Grade V Theory of Trinity College London, England
    - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD *in addition to* a maximum of one other Grade 12 university/college preparation credit in music earned in the school:

    - Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
    - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London
    - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
    - Grade VIII Practical and Grade VI Theory of Trinity College London, England
    - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes

a. The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.

b. The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments or theory, as the case may be.

c. A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement outlined under group 2 in appendix 5 to OSS.

d. A music credit granted upon the successful completion of a music course in the Ontario curriculum or the successful challenge for credit for a music course

in the Ontario curriculum may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement in group 2 in appendix 5 to OSS. A student may therefore meet the requirement of up to two compulsory credits in the arts through these approaches.

e. A maximum of two credits, as indicated above, may be awarded to students taking music programs outside the school. A student awarded two music credits in this manner may not earn additional music credits in Grades 10 to 12 through the Prior Learning Assessment and Recognition challenge or equivalency process.

f. The course titles and course codes for the credits granted under sections 1 and 2 above are as follows:
section 1: Music - External (Conservatory), AMX3M
section 2: Music - External (Conservatory), AMX4M

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